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ABSTRACT

The unit is another in the series developed from materials produced and field tested by the Project Social Studies Curriculum Center. The Trobriand society was chosen for study in this resource unit for upper elementary grades because its economic system illustrates the importance of reciprocal relationships which continue to be very important in many societies of the world. The system has some aspects of both a command and market economy. Although the unit is focused upon the economic system, the Trobriand culture is presented as a total culture and the interdependence is made clear. The objectives, generalizations, and skills are basically the same as those described in SO 001 276. Teaching strategies, educational materials, and some student activities and textual materials are also included. Other documents in this series of curriculum guides are ED 051 026 through ED 051 033, ED 052 080 through ED 052 082, and SO 001 277. (VLW)

Chelmsford Public Schools

Chelmsford, Massachusetts

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ED054013

COMMUNITIES AROUND THE WORLD

The Trobriand Islanders

SO 001 278

Teacher's Resource Unit

revised by

Leda Drouin
June Gould
Jean Gurecki
Gail Hennigar

Charles L. Mitsakos
Social Studies Coordinator

This resource unit was revised following field testing in the Chelmsford Public Schools from materials developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special grant from the United States Office of Education.

1969

INTRODUCTION

How much geographic background should be taught in this unit depends upon whether or not children have studied the unit on the Manus Community in the third grade course. The Manus live on the Great Admiralty Island north of New Guinea and very close to the Trobriand Islands. Climate and vegetation are very similar on these islands. Furthermore, many of the foods are the same. Although Manus Island is of volcanic origin and the Trobriands are coral islands, Manus has a coral ridge. Children will have learned something about both types of islands in the unit on Manus. If children have studied Manus, the class can spend much less time on climate, foods, and on the physical features of the islands. However, some review will be necessary and differences should be made clear.

The Trobriand society has been chosen for study for several reasoms. Its economic system illustrates the importance of reciprocal relationships which have been and are still very important in many societies of the world and which are found in some form in all socieites. This economic system contrasts sharply with the modified market economy studied in unit one and with the modified command economy studied in unit two. However, it is important for children to understand that it has some aspects of both a command and a market economy, even though traditional reciprocal relationships are far more important in resolving the questions of what and how much shall be produced, how they shall be produced, and who shall get what part of what is produced. The sharp contrast of the Trobriand economic system should help children understand more clearly some of the major aspects of the economic system in their own society.

This unit is focused upon the economic system of the Trobrianders. However, economic life cannot be separated from the total culture. This is clear when studying the Trobrianders. Therefore, the unit presents the Trobriand culture as total culture.

Although the unit focuses upon the Trobrianders over thirty years ago when they were studied by Malinowski, there is some attention given to change. Factors promoting and retarding change can be highlighted by drawing comparisons between change among the Trobrianders and the Manus who live so close to them and who changed so much more rapidly and dramatically.

OBJECTIVES

This unit should make progress toward developing the floowing:

CONCEPTS

1. Geographic concepts.

Globalism: earth-sun relationships

Diversity

Spatial or area location

Position

Situation

Site: Landforms (elevation, mountains, coral atoll, coral ridge, island); water (lagoon); climate (temperature, precipitation, growing season); soil (fertility, exhaustion); vegetation (rain forest); man-made features (village.)

Interrelatedness: trade, interdependence.

Change: soil development and exhaustion; situation

Cultural use of environment: ways of making a living (fishing, farming, handicrafts

2. Economic Concepts.

Scarcity: supply, demand.

Allocation

Exchange: trade, reciprocal, barter, money.

Productive resources: natural resources, labor, tools.

Output

Division of Labor

Specialization

Technological development

Goals: incentives.

3. Culture

Norms and values

Learned behavior patterns

Diversity

Universals: Including psychic unity of mankind.

Integration

Change: including diffusion.

Continuity

4. Social Organization

   Roles

   Status

   Leadership

   Institutions: political (functions or services).

5. Social Processes

   Socialization

GENERALIZATIONS

1. Every place has three types of location; a position, a situation, and a site.
   - a. Things can be located at specific points on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.
2. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near the equator than further away from it.
3. Temperature is affected in part by elevation; air is cooler at higher elevations than at lower elevations if latitude and distance from the sea the the same.
4. Vegetation is affected by temperature and by rainfall.
5. Soil in a particular place is affected by the type of basic rock in the region, the climate, vegetation, erosion, and by how man treats the soil.
6. Some things can be produced better in one place than in another because of climate, available resources, topography, and people's skills.
   - a. Different crops need different amounts of water.
   - b. Some types of crops require much more human labor than other types do.
7. Specialization of individuals and regions makes for interdependence.
   - a. People in most societies of the world depend upon people who live in other communities for certain goods and services and for markets for their goods.

8. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

    a. Man changes the character of the earth.

9. Phenomena are distributed unevenly over the earth's surface, resulting in diversity or variability from one place or another

    a. The population of a country is distributed unevenly. A number of factors--climate, surface features, natural resources, accessibility, and history--affect settlemen and growth patterns.

10. Ways of living differ from one society to another. Each culture (way of life) is different (unique).

    a. The structure of the family varies from society to society. the nuclear family is found in all societies--even those with other forms.

    b. Families usually have some economic functions but the economic function differs greatly from one society to another.

    c. Families in some societies have religious or supernatural functions (including the use of magic).

    d. People in different societies differ as to how they expect people to act and as to what they think good and bad.

    e. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

11. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

    a. All people, everywhere, have certain physical drives, although they satisfy them differently.

    b. Human beings everywhere have acquired the need for positive affect (affection and interaction with other human beings (gregariousness).

    c. Human beings exhibit the same kinds of emotions (anger, fear,sorrow, hatred, love) although they may express them in different ways and may be aroused by different things.

    d. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

e. All societies develop rules for tracing kinship and thus the group to which people can turn first for help in time of need.

f. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are bad.

g. People everywhere must learn to behave in the ways they do, just as we learn to behave in the ways we do. (Culture is learned, not inborn).

   1) All societies have some means of socializing children. In primitive groups, children are taught to earn a living by parents and informally by other adults.

h. The members of any group are likely to delegate responsibilities and rights; they assign certain role behaviors.

   1) Families in all societies delegate different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize these roles into statuses.

12. Status may be acquired by birth, achievement, age or some combination of these.

13. The leadership of any group must try to maintain the group cohesion and organize its strategies to achieve its goals.

14. Although culture is always changing, certain parts or elements may persist over long periods of time.

   a. Culture changes, although it changes more rapidly and drastically in some places and times than in others.

      1) Innovations occur in all societies; they occur in ideas and behavior, not just in things.

      2) Innovations may come about as a result of diffusion or borrowing from other people.

   b. Changes in one part of a culture bring changes in other parts.

   c. Persistence of culture traits may result from a lack of exposure to conditions which further change.

   d. Some values are conducive to change; some make change difficult.

15. Governments provide many services which people cannot provide for themselves.

16. Every economic system faces scarcity or a lack of enough resources to satisfy all human wants.

17. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no ther way than by tradition. These questions are; (1) What and how much of each good and service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the population?

18. Economic systems differ as to how economic questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

    a. In many societies neither the government nor a market system has been important in affecting how resources are allocated. Such economic systems are based largely upon tradition are reciprocal relationships which have grown up in the past. All societies have some reciprocal relationships which have grown up in the past. All societies have some reciprocal relationships which affect exchange to some degree.

        1) In all societies people have traditional relationships by which they exchange certain

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exchange certain things with each other; this exchange is not affected particularly by supply and demand.

19. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

a. The incentive to achieve the largest amount of food and services possible is modified by other incentives such as a desire for prestige, the maintenance of personal relationships, beliefs about what is right, (bolstered by beliefs in supernatural) etc.

20. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology; and by the efficiency of the organizational structure.

a. A productive resource is anything which can be used to produce goods and services.

b. Economic output is affected by the quality as well as the quantity of labor.

c. New technological developments bring improved efficiency to tools and increased labor productivity.

d. Division of labor and specialization make possible increased or better production.

  1) In division of labor no one tries to do all of the jobs needed to satisfy wants. The jobs are divided up and done by different people. Even one job may be broken up into a number of operations, each of which is performed by a different person.

e. Traditional societies, which look to tradition for guidance, have very slow rates of economic growth (growth in output).

21. Specialization requires some kind of market for the exchange of goods, while the market, in turn, affects patterns of specialization.

22. Money serves as a medium of exchange, as a measure of value, and as a storer of value; it is divisible and can be transported easily.

23. Barter consists of the exchange of desired goods and services for other goods and services without the use of money. True barter involves attempts by both parties to the exchange to get more and offer less.

24. Prices in a market economy are affected by supply and demand. The exchange of goods in true bartering is also affected by supply and demand.

SKILLS

1. Attacks problems in a rational manner.

  a. Sets up hypotheses.

2. Is effective in locating information.

  a. Uses table of contents to locate information.

3. Gathers information effectively.

  a. Gains information by listening.

  b. Gains information by studying pictures.

  c. Gains information by studying diagrams.

  d. Gains information by making and using models.

  e. Uses general encyclopedias.

  f. Uses a dictionary to learn how to pronounce and to learn the meaning of words.

    1) Can choose the correct meaning of a word by relating the meaning to the context in which the word is found.

4. **Uses effective geographic skills.**
    - a. Uses atlas
    - b. Uses atlas index to locate places.
    - c. Uses a map grid to locate places on a map.
    - d. Uses a map grid to determine directions on a map.
    - e. Uses map scale to figure out distances on map.
    - f. Differentiates between small scale and large scale maps and know when to use each.
    - g. interprets map symbols in terms of map legend.
        - 1) Interprets map symbols (color layers) in terms of map legend.
5. **Works effectively with others.**
    - a. Is able to empathize with others
6. **Organizes and analyzes information and draws conclusions.**
    - a. Applies previously-learned concepts and generalizations.
    - b. Tests hypotheses against data.
    - c. Generalizes from data.

ATTITUDE:

Appreciates and respects cultural contributions of other people.

6c

OBJECTIVES

Understands site concept of island.

G. Every place has three types of location; a position, a situation, and a site.

G. Things can be located at specific points on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.

G. Things can be located at specific points on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.

S. Uses map grid to locate places on a map.

OUTLINE OF CONTENT

1. The Trobriand Islands
Guinea in the South S

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OUTLINE OF CONTENT

1. The Trobriand Islands lie off the coast of New Guinea in the South Seas.

A. The islands are too small to show up on a world map. The grid of meridians and parallels helps one locate places in terms of exact points on the earth's surface and in terms of direction and distance from from other places.

Initiatory Activities

1. Introduce the unit by saying: We are going to begin learning about a group of people who live far from the United States. (Put the name of the islands on the board. Also review the meaning of the word "island.")

   Say: These islands are not shown on large maps like our world map. They are not far from Australia, however. Just north of Australia is a large island called New Guinea. The Trobriand Islands lie just north of the eastern tip of New Guinea. (Have a pupil locate both Australia and New Guinea on the wall map.) Ask him which direction east would be on the map. How do we know? Now have him locate the eastern end of New Guinea. Now point out the approximate location of the Trobriand Islands on the wall map. (About 8 degrees south latitude and 151 degrees east longitude. Do not use these terms at this point.)

2. Say: How have you located places on the globe or map in the past? (perhaps by shape--or been told where it it and learned that by shape and direction from the U.S.) Suppose we don't know the shape of a place. Or suppose a place is so small that it doesn't show up on a large world map. How could it be located? How do you think geographers describe exactly were places are on the earth's surface? (Let children make guesses or draw upon what they may have learned earlier.) Then do the following activities to help children learn about the use of the grid and parallels.

   a. Hand a ball with a small chalk mark on it to one of the children. Ask him to study it so that he can describe where the chalk mark is later. Then pick up the ball a erase the chalk mark. Ask the child to tell the class where it was. He will find it impossible to do so. Wh What might be done to help one describe where a

EDUCATIONAL MEDIA

t by saying: We are going to begin
group of people who live far from
. (Put the name of the islands on the
ew the meaning of the word "island.")

Wall map of the world.

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hey are not far from Australia, however.
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p children learn about the use of the grid of meridians

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k him to study it so that he can describe
lk mark is later. Then pick up the ball and
lk mark. Ask the child to tell the class
He will find it impossible to do so. Why?
e done to help one describe where a

S. Uses map grid to determine directions on map.

S. Uses map grid to locate places on a map.

place is on a ball or on the earth? (let children make suggestions.)

b. Show pupils a map of their own town or city. Say: Suppose someone is coming to visit you from another city. How would you tell him to get to your house? (Perhaps describe streets to follow.) How could you identify which streets to follow if he were entering the town here? (Point to distant spot on the map.) Children should note the advantage of some kind of street pattern .

Now show the class a city map and ask children to locate a certain address with which they are unfamiliar. How can they do this? Review the use of the highway map grid. Why is it useful? How does one use the index of streets to locate places using this grid? Why is it more difficult to develop a grid for a ball or sphere?

c. Now show the class a globe with parallels and meridians drawn upon it. (Use one without any identification of degrees at first.) Place a chalk mark on some spot and ask children to identify its location by the grid. Ask: What do we need beside the lines to help us identify places? Now show the class a globe with the grid marked by longitude and latitude. Ask: How does such a numbering system help? Have pupils locate several places for which you supply the longitude and latitude.

d. Show pupils on of the filmstrips or use audiotape which deals with longitude and latitude.

e. Have pupils examine the grid on the globe more carefully. Have them identify directions in which one would go by following a meridian toward each pole from the equator. Also have them identify the direction in which one would go by following a parallel in either direction.

Filmstrip: Locating Places on Maps, Encyclopedia Britannica.

Audiotape: Longitude; Latitude, Wollensask Teaching Tapes.

S. Uses atlas index to locate places.

S. Uses map grid to determine directions on map.

S. Differentiates between small scale and large scale maps and knows when to use each.

B. The Trobriand
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B. The Trobriand Islands are about 120 miles from New Guinea at approximately 8 degrees south latitude and 151 degrees east longitude. They lie almost due north of the eastern tip of New Guinea and due east of Buna in New Guinea.

Now show them a world map and have them notice that the grid does not look quite the same on a flat piece of paper. However, have them notice the parallels and identify directions by them. Have them do the same with meridians.

3. Now project the appropriate section of the atlas index or a typed copy of a section of it which rounds off figures for latitude and longitude. Have pupils locate the Trobriand Islands in the index. Ask: How can the index be used to locate places on a map? Have pupils use it to locate the Trobriand Islands once more on the big wall map. See Appendix for Atlas Index.

Appendix: Atlas index.

Now have the children use the latitude and longitude to locate the islands off New Guinea. Ask: In what direction are the islands from the eastern tip of New Guinea? How do you know? In what direction are they from Buna in New Guinea? (Perhaps show the class several kinds of map projections in which they should identify the direction of the islands from New Guinea.) Also ask: Why can we find the Trobriand Islands on this map but not on the wall map? When should we use large-scale maps instead of small-scale maps?

S. Uses atlas

S. Uses table of contents to locate information.

C. We can fin
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perature,
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S. Interprets map symbols in terms of map legend.

S. Uses map scale to figure out distances on map.

D. The land he
1,000 feet
it is below
The water s
not deeper
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S. Gains information by studying pictures.

S. Sets up hypotheses.

E. The Trobria
known as th

C. We can find out more about the islands by using an atlas, which has maps showing smaller areas of the world in more detail and also has maps showing temperature, rainfall, major types of economy, etc.

e

terms

out

D. The land height varier from sea level to 1,000 feet above sea level. In general, it is below 500 feet above sea level. The water surrounding the islands is not deeper than 500 feet. The lagoon is very shallow in most places.

dying

E. The Trobriand Islands lie in a region known as the tropical rain forest.

4. Ask children where they think we might find a
would include the Trobriand Islands. (textboo
clopedia? atlas?) Let individuals check sourc

Ask: What is the atlas? What is it used for?
information does it give? How can we find ou
of Contents). Have groups of children examin
of Contents for several atlases, including Wo
(Perhaps type up a copy to project. Or use a
old battered copy and remove the pages for th
other pages to be projected.)

Ask: Which maps might be of use to us? What
to know about the islands in addition to its
a child list suggestions on the board and fin
numbers for appropriate maps in the table of
(Map of New Guinea and vininity, climate, ten
of economy, etc.)

5. Have children study the physical map of New
surrounding area. Ask: What information can
What does the key tell us about the meaning
colors? (land height and ocean depth). What
Trobriand Islands by using this key? (low ele
shallow water around them). Also ask: About
from New Guinea are the Trobriand Islands?
use the scale to measure the difference.)

6. Show pictures of tropical rainforests in the
What can we tell about the forest from the p
you think there is much rain in this region?
kinds of temperatures do you think you would

idren where they think we might find a map that
nclude the Trobriand Islands. (textbooks? ency-
a? atlas?) Let individuals check sources mentioned.

hat is the atlas? What is it used for? What kinds of
tion does it give? How can we find out? (Table
ents). Have groups of children examine the Table
ents for several atlases, including World Atlas.
s type up a copy to project. Or use an
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ages to be projected.)

World Atlases

hich maps might be of use to us? What would we want
about the islands in addition to its location? Have
list suggestions on the board and find the page
for appropriate maps in the table of contents.
New Guinea and vininity, climate, temperature, type
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ding area. Ask: What information can we get from this map?
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(land height and ocean depth). What can we tell about the
nd Islands by using this key? (low elevation,
water around them). Also ask: About how far
w Guinea are the Trobriand Islands? (Have children
scale to measure the difference.)

Rand McNally
Rand McNally Classroom Atlas, pp. 74-75

ctures of tropical rainforests in the area. Ask:
n we tell about the forest from the picture? Do
nk there is much rain in this region? Why? What
of temperatures do you think you would find in this

National Geographic, May, 1962, p.633, or use pictures in Goetz, *Tropical Rainforests*

Slide of Tropical Rainforest.

G. Vegetation is affected by temperature and by rainfall.

S. Sets up hypothesis

G. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near the equator than further away from it.

G. Temperature is affected in part by elevation; air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

S. Interprets map symbols (color layers) in terms of map legend.

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G. Temperatures and seasonal differences are affected in part by distance from the equator,; temperature ranges are smaller near the equator than further away from it.

G. Temperature is affected in part by elevation; air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

S. Tests hypotheses against data.

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1. **The average temperatures in both January and July are 70-90 F. The range is less than 5 degrees.**

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region? Why? Record children's answers on a cha
on the board.

7. Have the children look at a physical map of the
once again. Ask: What can you tell from the ma
about possible temperature in the region? How d
know? (Look at the relationship to equator, lo
vation). Also ask: Would you expect the tempera
be much different at different times of the yea
Why or why not? (relate to closeness to equator

8. Have a small group of children to study maps of
temperatures. Have children look at the legend
what colors represent. What is the normal temp
in January? in July? What is the normal yearly
in Temperature? What does this mean? What are
average temperatures in January and July for ou
What is the yearly range? How does this compar
temperature? Have the group report their findi
the class. Ask: Were we right in our guesses
temperature when we looked at the other map and
the picture?

jion? Why? Record children's answers on a chart or
the board.

ve the children look at a physical map of the region
ce again. Ask: What can you tell from the map
out possible temperature in the region? How do you
ow? (Look at the relationship to equator, low ele-
tion). Also ask: Would you expect the temperature to
much different at different times of the year?
or why not? (relate to closeness to equator).

Rand McNally Classroom Atlas.

ve a small group of children to study maps of yearly
peratures. Have children look at the legend to see
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Temperature? What does this mean? What are the
rage temperatures in January and July for our state?
t is the yearly range? How does this compare with Trobriand
perature? Have the group report their findings to
class. Ask: Were we right in our guesses about the
perature when we looked at the other map and at
picture?

S. Interprets map symbols (color layers) in terms of map legend.

S. Tests hypotheses against data.

S. Interprets map symbols (color layers) in terms of map legend.

Understands concept of rain forest.

S. Gains information by studying pictures .

S. Gains information by listening.

2. The Tro
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2. The Trobriand Islands have over 80 inches of rainfall per year. The period of heaviest rain is from Nov. 1 to April 30.

3. Rainforests have thick vegetation. They are found in regions close to the equator.

9. Repeat the procedure with another small group of children. Look at a rainfall map. What color are the Trobriand Islands on this map? What does the key tell us about the meaning of this color? What is the average amount of rainfall in the Trobriands? How can you tell whether this is much or little? (Compare to rainfall in areas which they know, such as their own state or places studied earlier.)

Goo

Have children look at maps showing rainfall at different times of year. When is rainfall heaviest in the Trobriand Islands area? (Nov. 1 to April 30) Have the group report their finding to the class.
Now ask children to check their earlier guesses about rainfall which they made when they examined the pictures of tropical rainforests.

10. Repeat procedure with a third group of children. Turn to a map of climatic regions. What color are the islands on this map? How can you tell what the different colors mean on this map? (turn to key). What color are the Trobriand Islands on this map? What does this color mean? (Look again at the key. It means tropical rainforest.) Is there any part of the continental United States with the same kind of climate? (No) Is there any part of the United States as a whole with this kind of climate? (Hawaii).

Go

11. Show the earlier picture of a rain forest once more. Also show several other pictures of Trobriand villages amidst tall trees. Ask: Why do you think the forests are so thick and tall. Read aloud a description of a rain forest. Then ask: Where do we find rain forests? What do plants look like? What kind of weather do we find in a rain forest?

Go
Fo

with another small group of children.
p. What color are the Trobriand
What does the key tell us about
color? What is the average amount
robriands? How can you tell whether
le? (Compare to rainfall in areas
n as their own state or places

Goode's World Atlas.

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. When is rainfall heaviest in the
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Goode's World Atlas

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r mean? (Look again at the key. It
forest.) Is there any part of the
States with the same kind of climate?
art of the United States as a whole with
e? (Hawaii).

cture of a rain forest once more.
other pictures of Trobriand
l trees. Ask: Why do you think
thick and tall. Read aloud a descrip-
st. Then ask: Where do we find rain
plants look like? What kind of
in a rain forest?

Goetz, Tropical Rain Forests.

S. Uses map scale to figure out distances on map.

G. Vegetation is affected by temperature and rainfall.

4. Most of the Trob
gardens. These
to place around
type of slash ar
The old plots ar
up again to low
before the land
used again,
This means that
only around the
ridges, in mango
other spots.

ut dis-

temper-

4. **Most of the Trobriands are used for gardens. These are moved from place to place around the villages in a type of slash and burn agriculture. The old plots are allowed to grow up again to low shrubs and trees before the land is cut, burned, and used again.**
This means that tall trees are found only around the villages, on the coral ridges, in mango swamps, and in a few other spots.

Show the map once again. Ask: How far from the equator are the Trobriand Islands? (About 100 miles). What do you know about most lands close to the equator if they are not high above sea level? (hot) Where are the other rain forests located? Can we make any general statements about the location of rain forests?

12. Say: Suppose you lived in these islands and cut down the trees to grow crops. What would happen within a few years if you stopped using the land for crops? (Brush would grow up quickly.) Why?

13. View film Manna of the South Seas (without sound!) Say: This is what most of the islands look like except where there are gardens, or where there are tall trees immediately around the villages, or in just a few places. For example, there is a high coral ridge around the eastern and northern shore of the largest island. This ridge is covered by tall jungle. There are also some swamps on the southern part of the island where taller mango trees grow. Now ask: Why do you think so much of the island seems to have such low and thick brush rather than tall trees? (Let children set up hypotheses.)

Film: Manna of the South Seas, Martin Moyer Productions.

S. Applies previously-learned concepts and generalizations.

Soil is affected in part by the vegetation of an area.

Soil is affected by how man treats the soil

S. Interprets map symbols (color layers) in terms of map legend.

S. Differentiates between small-scale and large-scale maps.

S. Uses table of Contents to locate information .

S. Sets up hypotheses.

F. The predomi
fied on the
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However, t
hunting.

G. The princi
elsewhere
nut oil.

arned concepts

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an treats

s (color
ap legend.

n small-
maps.

to locate

F. The predominant economy is identified on the map as hunting, fishing, and primitive agriculture. However, there is actually little hunting.

G. The principal raw materials sold elsewhere are copra oil and coconut oil.

14. **Ask:** What have you learned in the past about how soil
developed? Suppose you were a farmer in the Trobriand
lands, and your soil is not longer quite so good for c
How might you act so that the soil would be useful aga
in a few years? (Let one plot of ground grow up in br
so that the leaves will replenish the soil Then clear
again a few years later.)

15. Have a small group of children look at a map of predom
economies. (Be sure to discuss the meaning of this ter
Ask: What color are the Trobriand Islands? What does
the key tell you about this color? (The area is prima
on the hunting fishing, and primitive agriculture. Be
sure to explain the meaning of "Primitive agriculture"
Say: Suppose we check as we study this unit to find c
whether or not the people on these islands do spend mc
of their time doing these things. (Children will disc
little hunting.) Therefore, late in the unit, ask: W
do you think the map we just looked at called this are
one of largely hunting, fishing, and primitive argricu
ture? (Map too small to show more different kinds of
economies: map maker had to group a number of types.)

16. Turn to the atlas' table of contents again. **Ask:** Whi
other maps could we use to find out more about the kin
of things produced? (Maps of raw materials) check son
of these maps and have children identify things produced. (Only ones shown are Copra oil and coconut
oil, which are exported.) Make sure that the childre
understand how these oils are used. **Ask:** Do you thi
other things might be produced in these islands but
not shown on these maps? Why? Have children check
their guesses as they study the unit.

you learned in the past about how soil is
pose you were a farmer in the Trobriand Is-
soil is not longer quite so good for crops.
ct so that the soil would be useful again
(Let one plot of ground grow up in brush
ves will replenish the soil Then clear it
rs later.)

oup of children look at a map of predominant
sure to discuss the meaning of this term).
r are the Trobriand Islands? What does
u about this color? (The area is primarily
fishing, and primitive agriculture. Be
the meaning of "Primitive agriculture")
e check as we study this unit to find out
the people on these islands do spend most
oing these things. (Children will discover
) Therefore, late in the unit, ask: Why
e map we just looked at called this area
hunting, fishing, and primitive argricul-
small to show more different kinds of
maker had to group a number of types.)

<ins>Goode's World Atlas</ins>

as' table of contents again. Ask: Which
d we use to find out more about the kinds
ced? (Maps of raw materials) check some
nd have children identify things pro-
nes shown are Copra oil and coconut
exported.) Make sure that the children
these oils are used. Ask: Do you think
ght be produced in these islands but
ese maps? Why? Have children check
s they study the unit.

<ins>Goode's World Atlas.</ins>

S. Generalizes from data.

S. Interprets maps.

S. Applies previously-learned concepts and generalizations.

S. Sets up hypotheses.

Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

H. The Trobriand
of the Pacific
sia or Oceania
ates New Guine
Solomon Sea li
Guinea. Howev
Islands are co

Understands concept of coral reef and coral atoll.

S. Gains information by studying pictures.

1. The cora
over a l

2. The cora
smaller
islands

ta.

learned con-
ations.

al environment
tural values,
vel of

of coral reef

y studying pic-

H. The Trobriand Islands are in the part of the Pacific area known as Melanesia or Oceania. The Coral Sea separates New Guinea from Australia, and the Solomon Sea lies north and east of New Guinea. However, the Trobriand Islands are coral islands.

1. The coral islands have been built over a long period of time.
2. The coral islands are lower and smaller than the volcanic islands in the area.

17. Show each map again and have children summarize in one or two sentecnce the information they have gained about the Trobraind Islands. Appoint one child to record the material. Transfer it to a chart for the bulletin board.

18. Tell the class that another name of this part of the world is Oceania or Melanesia. Explain the terms. Use the map in the Appendix to identify the different groups of is within Oceania. Explain why the three different parts of the map are divided into Melanesia, Micronesia, and Polynesia. Have the class locate the Admiralty Islands on which the Manus (whom they studied in grade three) live Ask; Do the Manus and the Trobriands live close together different parts of Oceania? What are we likely to find ab kinds of people living in these two places? Why? What ar we likely to find about the kinds of food grown or collect Why? Do you think their family life and other ways of living will be the same? Why or why not?

    Ask: What is the name of the sea that separates New Guinea from Australia? That lies north of New Guinea? How do you think the Coral Sea may have got that name? (Review what children learned about coral in their study of the Manus in grade three.)

19. Have children read a description of how coral reefs and is are built up. If pictures are available, show how such re islands are made.

    Show the Filmstrip The Coral Reef to show how such reefs build up.

ch map again and have children summarize in one or tecnce the information they have gained about the nd Islands. Appoint one child to record the mater- ransfer it to a chart for the bulletin board.

e class that another name of this part of the world nia or Melanesia. Explain the terms. Use the the Appendix to identify the different groups of islands Oceania. Explain why the three different parts of are divided into Melanesia, Micronesia, and ia. Have the class locate the Admiralty Islands h the Manus (whom they studied in grade three) live. o the Manus and the Trobriands live close together or in nt parts of Oceania? What are we likely to find about the f people living in these two places? Why? What are ly to find about the kinds of food grown or collected? o you think their family life and other ways of will be the same? Why or why not?

Appendix:

Map of Oceania

hat is the name of the sea that separates New from Australia? That lies north of New Guinea? you think the Coral Sea may have got that name? what children learned about coral in their study Manus in grade three.)

ildren read a description of how coral reefs and islands lt up. If pictures are available, show how such reefs and are made.

Appendix:

Description of Coral Reef

e Filmstrip The Coral Reef to show how such uild up.

Filmstrip: The Coral Reef, Educational Audio-Visual, ,Inc.

S. Uses general encyclopedias.

S. Sets up hypotheses.

S. Uses a dictionary to learn how to pronounce words and to learn the meaning of words.

understands concepts of archipelago and lagoon.

S. Interprets map symbols.

G. Phenomena are distributed unevenly over the earth's surface, resulting in diversity or variability from one place to another.

G. The population of a country is distributed unevenly. A number of factors -- climate, surface features, natural resources, accessibility, and history---affect settlement and growth patterns.

20. Let a few good readers volunteer to do further
on coral islands and the Coral Sea.

21. Now have children look at the physical map in R
McNally Classroom Atlas, once more. Ask: Does
the Coral Sea extend all of the way to the Trob
Islands? Would you expect the area to be somew
similar anyway? Why? What other unfamiliar
words do you see? (Archipelago, lagoon) Explai
that Arch. is an abreviation for archipelago.
Have several children look up these words in
dictionaries and encyclopedias to learn their m
and pronunciation. They should tell the class
findings. Then ask: Given the meaning of lago
would you expect the Trobriand Islands to be co
or volcanic. Why? What did you learn about th
elevation of the Trobriand Islands? Does the
elevation suggest a coral or a volcanic island?
Why? Ask children to check their guesses as th
continue their study.

22. Show a more detailed map of the outline of the
the Trobriand Islands and villages on it. Have
located the lagoon. Be sure to define the term
Ask: What do these dots represent? (villages).
does this tell us about where most of the peopl
on the island? What might explain the fact tha
live in the northern part than in the southern
Where are most of the villages located in the s
part? How do you think they might get food? D
think all of the villages in the northern part
their food in the same way? Why or why not? R
children's guesses and place them on a chart.
them check these guesses as they study the rest

20. Let a few good readers volunteer to do further research on coral islands and the Coral Sea.

21. Now have children look at the physical map in Rand McNally Classroom Atlas, once more. Ask: Does the Coral Sea extend all of the way to the Trobriand Islands? Would you expect the area to be somewhat similar anyway? Why? What other unfamiliar words do you see? (Archipelago, lagoon) Explain that Arch. is an abreviation for archipelago. Have several children look up these words in dictionaries and encyclopedias to learn their meanings and pronunciation. They should tell the class their findings. Then ask: Given the meaning of lagoon, would you expect the Trobriand Islands to be coral or volcanic. Why? What did you learn about the elevation of the Trobriand Islands? Does the elevation suggest a coral or a volcanic island? Why? Ask children to check their guesses as they continue their study.

Rand McNally Classroom Atlas.

Dictionary.

22. Show a more detailed map of the outline of the largest of the Trobriand Islands and villages on it. Have children located the lagoon. Be sure to define the term again. Ask: What do these dots represent? (villages). What does this tell us about where most of the people live on the island? What might explain the fact that many more live in the northern part than in the southern part? Where are most of the villages located in the southern part? How do you think they might get food? Do you think all of the villages in the northern part will get their food in the same way? Why or why not? Record children's guesses and place them on a chart. Have them check these guesses as they study the rest of the unit.

Appendix: Map of Trobriand Islands.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Soil in a particular place is affected by the type of basic rock in the region, the climate, vegetation, erosion, and by how man treats the soil.

S. Gains information by listening.

understands concept of lagoon.

S. Sets up hypotheses.

S. Sets up hypotheses.

G. Specialization of individuals and regions makes for interdependence.

G. People in most societies of the world depend upon people who live in other communities for certain goods and services and for markets for their goods.

23. Tell the class something about the differences in soil and physical features on the island. Ask: How do these differences help explain where the villages are located? (Have children look at the map of the is lands once again as they discuss this question.)

24. Read aloud a brief description of the lagoon west of the island. Ask: Would this be a good place to fish or not? Why?

25. Have children examine a chart showing the specialitie some of the more important villages. Ask: What do y think would happen, since some of these villages spec ize? What would those who live in fishing villages w what would those who spend a great deal of time in woo working or tool-making want? Point out that all of th villages and families do some gardening. Ask. Would you expect that these people who specialize in fishin or wood working would raise as much food? Why or why not?

26. Now tell the class that the groves of tall trees do n include any sago palms, that no bamboo grows on the island. Both of these are wanted by the islanders. point out that coral reefs do not provide good, hard stones for making cutting tools. Moreover, there is no iron or copper on the island. Ask: How do you the islanders would cut trees and roots before they we

s something about the differences in
ical features on the island. Ask: How
erences help explain where the villages
(Have children look at the map of the is-
ain as they discuss this question.)

Malinowski, Coral Gardens,
p. 7.

brief description of the lagoon west of
Ask: Would this be a good place to
Why?

Malinowski, Coral Gardens,
p. 7.

examine a chart showing the specialities of
ore important villages. Ask: What do you
appen, since some of these villages special-
uld those who live in fishing villages want?
ose who spend a great deal of time in wood-
ol-making want? Point out that all of the
families do some gardening. Ask. Would
at these people who specialize in fishing
ng would raise as much food? Why or why

Malinowski, Coral Gardens,
pp. 12-20.

class that the groves of tall trees do not
ago palms, that no bamboo grows on the
of these are wanted by the islanders. Also
t coral reefs do not provide good, hard
king cutting tools. Moreover, there
copper on the island. Ask: How do you think
would cut trees and roots before they were

S. Gains information by studying pictures

G. People in different societies difas to how they expect people to act and as to what they think good and bad.

G. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

S. Gains information by studying pictures.

S. Sets up hypotheses.

II. The people
basic need
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II. The people must satisfy certain basic needs, like all people, regardless of race or nationality.

A. The people wear little clothing because of the weather. Women wear skirts made of several layers of fiber. People wear decorations, just as we do in this country, particularly for feastive occasions.

B. In the villages, the homes usua- face a path or "street", with an owner's yam houses on the opposite side of the path from his home.

1. The most important buildings are yam houses. These vary considerably; only the chiefs or headmen can have elaborately carved yam houses or yam houses with openings which display the yams.

able to get axes and knives from white traders? (He made stone tools from stone which he obtained from volcanic islands.)

27. Say: We are going to look now at how the people of the Trobriand Islands lived about fifty years ago. Ask: What are the things people need in order to live? What are the necessities of life? (food, clothing, shelter) What other needs do people have? (Help children draw upon earlier units in other grades as well as this year?)

Say: let's look more closely now at some pictures of the Trobriand Islanders to find out what the people are like and how they satisfy these needs. Show pictures of some of the men, women, and children. (Again use the picture of the women walking down a road with baskets on their heads.) Ask: How would you describe these people? How are they dressed? Why do you suppose they dress this way? Why do you think some of them wear necklaces or shells on their arms.

28. Now show pictures of some of the villages with a village street between homes and yam houses and close-up views of some of the yam houses and homes. Ask: What do you notice about theses buildings? Which do you think are the homes? What do you think the others might be used for? What seems to be the most important building in the village? (As someone points to it, tell the children that it is the chief's yam house and it is used for storing yams. For now tell the class that the yam is a food somewhat like a sweet potato. They will find out more about it later.

nd knives from white traders? (He
rom stone which he obtained from

to look now at how the people of
nds lived about fifty years ago.
things people need in o[illegible]er to
e necessities of life? ([illegible]od,
) What other needs do people
ren draw upon earlier uni[illegible]s in
ll as this year?)

Malinowski, Coral Gardens, opposite pp. 57, 113, 153,
Malinowski, Argonauts, plate x, plate xvii, perhaps plate xix.
National Geographic, May, 1962, pp. 631-632.

ore closely now at some pictures of
nders to find out what the people are
satisfy these needs. Show pictures
, women, and children. (Again use
women walking down a road with
eads.) Ask: How would you describe
are they dressed? Why do you
this way? Why do you think some
aces or shells on their arms.

Slides of Trobiand Islanders.

of some of the villages with a village
es and yam houses and close-
f the yam houses and homes.
notice about theses buildings? Which
he homes? What do you think the
ed for? What seems to be the most
in the village? (As someone points
ildren that it is the chief's yam
ed for storing yams. For now
t the yam is a food somewhat like
hey will find out more about it

Slides of homes.

Malinowski, Argonauts, plate iii, plate vii, plate xxxviii.
Malinowski, Coral Garden plate 10 (opp. p.25), plate 28 (opp. p 88), plate 49 (opp. p. 153.), plate 72 (opp. p. 95 to show main building), plate 87 (opp. p. 241), plages 79-80 (opp. p. 230 to show contrasting quality), plate 94 (opp. p. 257).

S. Gains information by studying pictures.

S. Sets up hypotheses.

G. Ways of living differ from one society to another; each culture is unique.

S. Tests hypotheses against data.

S. Sets up hypotheses.

G. Ways of living differ from one society to another; each culture is unique.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

2. Houses a

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each culture

e potential
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environment;
rives and

2. Houses are small and simply f[illegible]rnished

   a. They are built with thatc[illegible]ed roof with the roofs in a inverted V or tent shape; they have no chimneys.

   b. They are built directly on the ground, so that no magical spirits can attack people beneath the floor.

   c. They are small, one-room houses and are furnished with bunks, mats, storage shelves, and a fireplace of stones.

   d. They are used primarily for sleeping and on rainy days.

Show a picture of a man in front of decorat
houses. Ask: What do you notice about thes
houses? Are the sides solid? Why not? Wh
of roofs do they have? Why do you think the
built off the ground? Then show the class
house belonging to a commoner. Ask? Why d
think this yam house differs from the one y
(Let pupils set up hypotheses to test later.

29. Have pupils look at a picture of a home. A
can you tell about the size of this house?
you know? How many rooms would you expect
in it? Why? What kind of roof does it see
Why do you think the people use such roofs?
does it differ from the yam house? (not ra
off the ground). Do you notice any chimney
How do you think people may cook inside?
notice any windows? Any door? (List childr
guesses about cooking and the interior on t
chalkboard.)

30. Now have children read about the interior o
homes. Then turn to children's earlier que
Which ones were correct? Which ones were n
How is the home furnished inside? (bunks, m
place of stones, shelves). What is kept on
shelves? (cooking pots, wooden platters, y
some other food.) What does this tell us a
people live? Where do you think the smoke
there is no chimney and the mother uses a w
How much time do you think the people would
inside their homes? Why? Do you think the
as big or solid homes as we have? Why or w
(let children make guesses, and record thes
guesses.) Also ask: How do these homes co
those used by the Manus?

a picture of a man in front of decorated yam
es. Ask: What do you notice about these yam
es? Are the sides solid? Why not? What kinds
roofs do they have? Why do you think they are
t off the ground? Then show the class a yam
e belonging to a commoner. Ask? Why do you
k this yam house differs from the one you saw earlier?
pupils set up hypotheses to test later.)

pupils look at a picture of a home. Ask: What
you tell about the size of this house? How do
know? How many rooms would you expect to find
t? Why? What kind of roof does it seem to have?
do you think the people use such roofs? How
s it differ from the yam house? (not raised
the ground). Do you notice any chimney?
do you think people may cook inside? Do you
ice any windows? Any door? (List children's
sses about cooking and the interior on the
lkboard.)

Malinowski, Coral Gardens, plate 28 (opp. p. 38), plate 89 (opp. p. 248), plate 92 (opp. p. 256)

Slides of homes.

have children read about the interior of the
es. Then turn to children's earlier guesses.
ch ones were correct? Which ones were not correct?
is the home furnished inside? (bunks, mats, fire-
ce of stones, shelves). What is kept on the storage
lves? (cooking pots, wooden platters, yams or
e other food.) What does this tell us about how the
ple live? Where do you think the smoke goes since
re is no chimney and the mother uses a wood fire?
much time do you think the people would spend
ide their homes? Why? Do you think they need
big or solid homes as we have? Why or why not?
t children make guesses, and record these
sses.) Also ask: How do these homes compare with
se used by the Manus?

"Readings on the Trobriand Islanders"

S. Gains information by studying diagrams.

G. Ways of living differ from one society to another; each culture is unique.

S. Gains information by studying pictures

G. All people, everywhere, have certain basic physical drives, although they satisfy them differently

S. Tests hypotheses against data.

G. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

S. Gains information by making and using models.

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asic physical drives, although
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ltures require a certain
m of reciprocal behavior for
ation to obtain subsistence
her ends of social life.

information by making and
models.

3. In most villages there is a central area for communal festivities and for the chief's huts. The other buildings are in two circles around a curved path, with the yam huts on the inside circle and the homes on the outside circle.

4. The islanders spend much of their free time sitting in front of their yam houses and visiting; they do most of their non-gardening work outside their houses. Women prepare food, make shirts, etc., and men mend and make tools outside of the houses.

5. Most buildings are built by the cooperative efforts of many of the villagers or at least a man's relatives.

31. Have children examine a diagram of a Trobriand Village. They should note the big center area. Ask: Do we ever have big open areas for general use or special affairs? What kinds? Have the children find the chief's buildings and notice the arrangement of the other buildings. Ask: Are yam houses and homes always separated by a path or street? How do you know? (Explain that in the smaller villages, this is not always done. They have seen one picture of a man's yam house next to his home. Perhaps reshow it.)

Malinowski,
p. 25.

Appendix:
Diagram of

32. Have the children look at pictures once again which show family members working, playing, and sitting behind or in front of their home. Ask: What do the people in this picture seem to be doing? Would you be likely to do this outside of your house or inside? What are some of the women's tasks? How do children occupy themselves? As the class looks at the picture of family members sitting in front of their house, ask: How does this compare with the way your family spends spare time? with the way in which the Quechua spend their spare time?

Malinowski,
plate 10 (o
13 (opp. p.
(opp. p. 25
p. 240)

Now read aloud a brief description of how family members use the area around their homes. Ask: Does this description agree with what you guessed by looking at the pictures? Does it help explain why the homes are small?

Malinowski,
p. 30, para

33. Perhaps have several volunteers make models of yam houses and homes for a small village. They can find plans for making yam houses in Coral Gardens or Appendix.

Malinowski,
pp. 263-272

Discuss: Would it be easy for one man and his wife to make a building? Why or why not? How might the job be done? Tell the class about the communal labor used.

Appendix:
houses

hine a diagram of a Trobriand ould note the big center area. ave big open areas for general fairs? What kinds? Have the chief's buildings and notice the other buildings. Ask: homes always separated by a ow do you know? (Explain that lages, this is not always done. picture of a man's yam house Perhaps reshow it.)	Malinowski, Coral Gardens, p. 25. Appendix: Diagram of Trobrand Village
look at pictures once again members working, playing, or in front of their home. people in this picture seem d you be likely to do this use or inside? What are some sks? How do children occupy e class looks at the picture sitting in front of their house, s compare with the way your e time? with the way in which their spare time?	Malinowski, Coral Gardens, plate 10 (opp. p. 25), plate 13 (opp. p. 33), Plate 96 (opp. p. 258), plate 86 (opp. p. 240)
brief description of how family members nd their homes. Ask: Does this with what you guessed by ctures? Does it help explain small?	Malinowski, Coral Gardens, p. 30, paragraph #1
ral volunteers make models of yam for a small village. They can king yam houses in Coral Gardens	Malinowski, Coral Gardens, pp. 263-272.
t be easy for one man and his lding? Why or why not? How done? Tell the class about the ed.	Appendix: Plans for yam houses

S. Can choose the correct meaning of a word by relating the meaning to the context in which the word is found.

All people, everywhere, have certain basic physical drives, although they satisfy them differently.

Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

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C. Most of the foods eaten by the natives are grown by them or found in offshore waters or in the forest.

1. Yams and taro are the staple food for these people. Fish, fowl, and fruits are delicacies.

2. Staple foods in the Trobriand Islands differ from those in the United States.

Then ask: Did people ever help each other in this way in this country? (Remind children of "log-rolling" of the colonial days which they studied in grade two.) Ask: Why did families help each other?

34. Have children read the description of meals. Then ask: What do you know about the kinds of meals these people eat and how they prepare the food? Were you correct earlier when you made guesses about where much of the cooking would be done? Write typical meals on the chalkboard. Have children suggest typical American meals and then write these opposite those of the Trobrianders. Ask: How do these meals seem to differ? What seem to be our staple foods? (have children use the dictiona to find the meaning of staple in thise context.) What are delicacies for us? How does the use of meat and fish differ in the two societies? Why do you think there is this difference? How do their fruits compare with ours? Can you go out and pick bananas from your tree in the backyard? What fruits can you pick (if any) in our state? Do you eat this fruit more often than bananas? Is it always in season, ready to be picked? Do you think the fruits are always in season in the Trobriand Islands? (Yes, because the islands are near the equator and there is no marked change in the seasons.) How do you think they got the other foods they eat?

Obtain some sago and mango from a grocery store and let children taste them. Explain that the sago we get tastes somewhat different in the Trobriands which must import it from other islands in Oceania.

Now return to the list of basic needs which the children developed earlier. Ask: Do the Trobrianders meet these basic needs? Do they do so in the same way we do? Why not?

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"Readings on the Trobriand Islanders."

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Do they do so in the same way we do? Why

S. Gains information by studying pictures.

G. The structure of the family varies from society to society. The Nuclear family is found in all societies--even those with other forms.

G. Human beings everywhere have acquired the need for positive affect (affection) and interaction with other human beings (gregariousness).

G. People in different societies differ as to how they expect people to act and as to what they think good and bad.

G. Human beings have the potential to exhibit extremely variable behavior depending upon their natural and cultural environment; they satisfy their drives and needs differently.

G. All societies develop rules for tracing kinship and thus the group to which people can turn first for help in time of need.

G. The structure of the family varies

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111. Most of the families are nuclear families; only the chief is allowed to have more than one wife. (The Australian government has acted to end this system in recent years.) The Trobrianders trace their family relationships through the mother's family.

A. At adolescence, the boys go to live in the village of the mother's brothers; they work for their maternal uncles for some years. Girls go to live in the husband's village

B. The son inherits land plots and other things

35. As an introduction to the family structure of the Trobriand society, ask children to review what they know about the roles played by the members of an American family. Ask: who are the members of our families? What part does each member play in the family?

Malinowski, A
Plate 15.

Show picture of a nuclear Trobriand Island family. Ask: Who are the members of this family? Is it a group similar to an American family group. Or does it appear more like some other families you have studied in earlier grades? How does the family help you besides providing for your material needs? Would you expect the same thing to be true among the Trobrianders?

Slide of Trob

36. Now show a picture of a chief's polygamous family. Ask: How does this family differ from the one you just saw? Tell the class that this is the family of an important person, the headman of an important village. Headmen are allowed to have more than one wife. Very important headmen, the chiefs of the larger villages, have had many wives in the past. These headmen or chiefs usually marry the sisters of other headmen in nearby villages.

Malinowski, Co
plate 2 (opp.

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Ask: What other society have you studied which had families in which the father had more than one wife? (The Hausa studied in grade two.) Tell the class to try to find out, as they continue to study this unit, how the chief's wives are of economic help to him.

37. Ask: How do you trace your family relationship? Whose name do you take? Tell that class that the Trobriand Islanders trace their relationship on the mother's side of the family. Ask: Who helps support the children in our families? Who do you think would support the children in the Trobriand families? Now have the children read

"Readings on
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Malinowski, Argonauts,
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Malinowski, Coral Gardens,
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"Readings on the Trobriand
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from society to society. the nuclear family is found in all societies--even those with other forms.

G. Families in all societies delegate different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize thses roles into statuses.

S. Applies previously-learned concepts and generalizations.

S. Sets up hypotheses.

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from his maternal uncle, not from his father.

C. Although inheritance is through the mother's line, the father is likely to give many gifts to his children.

D. Kinsmen help each other in a variety of ways; they can be called upon for help in time of need.

E. Males in the Trobriand society have a responsibility to help provide food for their sister's families, they, in turn, receive help from their wive's brothers. Each man must give about half of his garden crops to his sister's husbands; he and his brothers are responsible for providing these husbands with about half of the produce for their sotre-houses. He, in turn, is provided with about half of his produce by his wife's brothers.

1. A man with many sisters must work particularly hard to support their sister's families, unless he also has several brothers or maternal nephews to help him. (Where there are more than one brother and one sister, usually one brother is paired with a particular sister to who he is responsible.

2. By moving to the maternal uncle's village and working for the maternal uncle, a man's sons really continue to contribute for many years to their father's support; this is true, since the maternal

an account of family relationships among the Trobrianders.

Afterwards, ask: How does the method of supporting a family differ from that in our society? Does a Trobriander gain more for himself by working harder in his garden? Where do the boys go when they grow up? (villages where mother's brothers live) How do they continue to help support their families after leaving their old village? (they work for uncles who supply half of what they produce to their sisters or the boy's mother). Also Ask: Where do girls go to live when they grow up? (In husband's village). From who does the boy inherit land and material objects. How else do relatives (or kinsmen) help each other?

Say: Let's trace one imaginary family. On the chalkboard draw four fairly large circles. On one write F, M,D, and S to locate where the family now lives. On another write B and remind children that this is where the mother's brother's live. On a third circle write GFand GM to show that this is where the grandparents live. Now ask: Where was the mother of our family born? (Go to grandparents' village). Why did she move to her present village? (When she married, she went to live in her husband's village.) Draw and arrow between the two villages. Now ask: Why don't the mother's brothers live in the grandparents' village? (At adolescence they go to live in their mother's brother's village.) Now draw a line between the grandparents' village and the village where the brothers now live. Ask: Where

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S. Generalizes from data. 4.

his sister's husband.

3. The brother is supposed to give his sister's husband the best vegetables which he raises. The husband, in return, gives him a small gift.

zes from data.

4. The chief, because he has many wives, gets much food from all of the brothers of his wives. He marries the sisters of many headmen of nearby villages. The chief has a claim on the work (and part of the produce) of all the male relatives of each wife and to some extent on the work (and produce) of all her subclan in her village.

was the grandmother born? (In another village. Draw in one.) How did she get to her present village? (She moved there when married to join her husband's village.)

Draw a line with an arrow showing movement of grandmother from her original village to the one in which she now lives. Now ask: Where will the son of the present family live when he grows up? (In village of mother's brothers.) Draw an arrow to show this movement. Ask: Was the father of our family born in the village where the family now lives? (No. He was born in another village and moved here to his mother's brothers' village when he grew up). Draw another circle to incicate the village where he was born and draw an arrow to show his movement from one village to another. Also ask: Where will the daughter live when she grows up? (In the village of her husband which will be in another village.) Draw it in and draw an arrow to show her movement. Where will her sons live when they grow up? (Draw in the arrows to show the movement.)

Now ask: What does this diagram show about how the relationships among these villages? (People will have relations in a number of villages.) What might be the effects of such movement between villages?

38. Ask: Where would the chief get his supplies of food? (From brothers-in-law). Do other families get food that way? (yes) What can we say about the roles that are expected of men in the Trobriand society and the advantages of marriage? (Trobriand man acquires wealth along with his wife or wives, if he is a chief, because all men provide food and gifts for the families of their sisters A man with many sisters has a good deal of responsibility.)

G. Governments provide many services which people cannot provide for themselves.

G. The members of any group are likely to delegate responsibilites and rights; they assign certain role behaviors.

G. Status may be acquired by birth, achievement, age or some combination of these.

G. The members of any group are likely to delegate responsibilities and rights; they assign certain role behaviors.

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IV. The Trobrianders had no governments such as we have when the white people arrived. The village was the most important political unit.

A. The headman or chief was the oldest clansman of the most important sub-clan in the village. He was thought to have special, inherited magical powers.

39. A discussion of the Trobriand political units is necessary in order to establish the position of the chief. Review reasons (from the third grade) why we have governments. Write on the chalkboard the types of governments and leaders which children have studied. Let children copy this list in their notebooks. Ask: Who is the most important government leader in the United States? (President) What area does the government which he heads cover? (whole country) Are there smaller areas within the country which also have leaders? (states and cities) What are the men called who are elected to be at the head of state governments? (governors) What are the men called who are elected to be at the head of city governments? (Use the appropriate office for children's own town.)

40. Explain that in the Trobriand Islands the village is the most important political unit. There is no government as we have it. The headman is the highest ranking person in the village. He is chief or headman because he is the oldest member of the most important sub-clan in the village. It is thought that he had inherited special magical powers which he can use to help or hurt others (Explain briefly.) Compare the way the headman gets his position with the mayor gets his job in our country.)

The chief is wealthy. Ask: Why would he get more food than other members of the village? (He has more wives, and their brothers must all supply about half of the food which they raise.)

Explain that disputes among members of a village or between individuals are not settled by the chief or any form of government as we know it. Instead a man"s family and relatives support him in such a dispute.

G. The members of any group are likely to delegate responsibilities and rights; they assign certain role behaviors.

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G. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certains things are good and certain things are bad.

G. Peoples differ as to how they expect people to act and as to what they think good and bad.

G. People everywhere must learn to behave in the ways they do, just as we do learn to behave in the ways we do. (Culture is learned, not inborn.)

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B. A number of villages within a district may have cooperative arrangements with each other and owe certain obligations of help to each other; however, they are not organized with as close ties as cities within our states. The Headman or chief of the most important village in a district is the top chief of the district, but he does not have the kind of power which our governor has.

C. Commoners are expected to show respect to the chief in certain ways. They must always assume a lower physical position than he has. (We do not show the same form of respect to our leaders because we have not been taught to behave in this way.)

41. Explain that the Trobrianders have no government
as our state with a governor and legislature. Ho
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for certains things, as in time of war or when ne
particularly large projects (putting up a very la
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cultural village or the one with the most wives w
were sisters of other village headmen, was usuall
thought of as the most important chief of the dis
However, he had no real control over the other
villages, even though they owed him respect and m
fear his magic.

42. Have children read a description of the village h
men and the most important district chiefs. Afte
ask: How must the other villagers or commoners ac
the headman? The highest chief in the district?
Do you suppose all Trobrianders know their chief?
Do we all know our major as well? Why or why not
Do we show as much respect toward our major as t
toward the chief? Can you think of ways we expec
to show respect for others? (Man takes off hat to
women, rises when she enters room. Young people
people, etc.) How do people come to know what is
expected of them? (learn from parents, watch othe
way in which they must behave). Why, then, do we
toward our major as Trobrianders do toward their

43. Let children role-play the way in which they woul
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"Readings on Trobriand Islanders"

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D. The Trobrianders themselves had no overall government; however, they are now all under the control of the Australian government.

44. Discuss: What kinds of gifts does the village headman get from other villagers? What does he do with the wealth which he gets from them and from his wife's brothers and clansmen?

45. Say: From what I have told you, do you think the Trobrianders had one central government such as the one we have in Washington? Why no? Now point out that after white men arrived, the Australians took control of the inslands. The islands are now under the control of the Australian government, although the Trobrianders themselves still are not united in one government.

Say: Since there was no overall government in the past, there were sometimes disputes between villages and even war between villages. Explain the use of goods in attempting to settle such arguments. (Sometimes wealth, in the form of surplus crops, was used to settle arguments between two people in different villages. Or villages might have a competitive display. The argument was settled if one could match the other's display.)

G. Families in all societies delegateed different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize these roles into statuses.

G. All societies have some means of socializing children. In primitive groups. children are taught to earn a living by parents and informally by other adults.

G. Families usually have some economic functions but the economic function differs greatly from one society to another.

G. Some things can be produced better in one place than in another because of climate, available resources, topography, and people's skills.

G. Different crops need different amounts of water.

G. Innovations may come about as a result of diffusion or borrowing from other people.

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V. The Trobrianders are primarily gardeners. Gardening is the chief occupation in the inland villages and important in all of the others.

A. The entire family takes part in the gardening; males and females have some jobs in common and some which differ.

B. The major crops in the gardens are yams and taro, although some sweet potatoes and peas are grown, and banana trees are raised in some plots. Each family also raises palm trees in the tree lot around the village; these palms provide coconuts as well as nuts and other products. Villagers can also find some other fruits and nuts on the trees.

46. Say: Now we are going to turn to the chief occupation of the Trobriander, raising food. Show pictures of Trobrianders working in their gardens. Ask:Do you see only men working? only women? children? Does everyone help with the garden? Has anyone visited an American Farm where all members of the family help with the garden work? How do Trobriand children learn to raise food? How do children in America learn to make a living? How do farm children in America learn about gardening?

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Slides

47. Have children read about the gardens. Then make a list of the plants grown on the chalkboard. Ask about each: Why does it grow well in the Trobriand Islands? What does it look like? (Show pictures where possible). How does the yam compare with our sweet potato? How does the taro compare with our potato? How did Trobrianders start growing the sweet potato? What advantages did it have over some of the other crops? Why weren't more grown? (not liked too well). How is the coconut used? what other kinds of fruits are grown?

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Malinowski, Coral Gardens, plates 44,45,36,39, 38

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"Readings on the Trobriand Islanders."

G. Some things can be produced better in one place than in another because of climate, available resources, topography, and people's skills.

G. People everywhere must learn to behave in the ways they do, just as we learn to behave in the ways we do. (Culture is learned, not inborn.)

A. APPRECIATES AND RESPECTS CULTURAL CONTRIBUTIONS OF OTHER PEOPLES.

G. Innovations occur in all societies; they occur in ideas and behavior, not just in things.

G. New technological developments bring imporved efficiency to tools and increased labor productivity.

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C. Better methods of farming have been learned through experimentation.

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48. If this film was not used in grade three in the unit on the Manus, show the film Manna of the South Seas, on the palm. Point out that this shows such a tree in South India, but that it also illustrates how such a tree may be used. Explain that in addition to the gardens, each family plants and owns coconut trees in the woodlot around the village.

Film: Manna of
South Seas, Ma
Moyer Producti

Say: Suppose you were on a boat trip and were shipwrecked and marooned on an island with such coconut palm trees. Imagine that you have never seen pictures of them or read or heard about their uses. Do you think you would make as much use of them as the people in this film do? Why or why not? How do you think people found out how to use this tree in so many ways?

49. Ask: Have you ever visited a farm or noticed all of the different jobs that need to be done on a farm to raise crops? What are some of them? (Plowing, planting, weeding, harvesting) Do our farmers farm the same way now that farmers did 100 years ago? How has farming changed since the days of colonial Boston? (Review what children learned in the second grade about farming in Colonial America. then compare these techniques with modern machinery and tools. Perhaps show pictures of some of them.) Then ask: How do you suppose people of our country found out the best ways to farm? (experimented, heard or learned from older people) How do you think the people of the Trobriand Islands learned to farm? (Tried some methods, found that they didn't work, so tried others, Continued to use those that worked.)

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Film: Manna of the South Seas, Martin Moyer Productions.

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A. APPRECIATES AND RESPECTS CULTURAL CONTRIBUTIONS OF OTHER PEOPLES.

G. New technological developments bring improved efficiency to tools and increased labor productivity.

G. Innovations may come about as a result of diffusion or borrowing from other people.

G. Economic output is affected by the quality as well as the quantity of labor.

G. Economic output is affected by the quality as well as the quantity of labor.

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D. The Trobrianders use simple tools in their gardening, although the digging stick is now supplemented by knives and steel axes rather than the old stone axes.

E. The Trobrianders work hard in their gardens.

1. They realize that they must work hard to obtain good crops; however, they work much harder than they need to to raise the food they need. Usually , almost half of the crop rots before the year ends, unless there is a drought. The Trobrianders take great pride in their gardening and earn prestige by raising large crops.

2. The Trobrianders realize that there are some problems which even hard work cannot overcome. They blame black magic for these problems and for illness, and they believe that magic can help ward them off.

3. The village has a garden magi-

50. Now show pictures of some of the Trobriands working with simple tools. For example, show a man using a digging stick. Ask: How hard would you have to work if you were going to plow or dig up the ground and then plant with such a stick? Why?

Malinowski,
plates 43-44

Slide of men

Have children read the selection on how the Trobrianders work in their gardens. Then ask: How hard do they work at gardening? Would they have to work so hard to raise enough food to eat? How do you know? Why do you think they don't use modern farm machinery such as our farmers use? Do you think they could pay for them? Would it be useful to use large machines on these small plots? Why or why not? Would the Trobrianders need to irrigate their crops? Why or why not? What are some of the problems which they do have with their gardens? What do they think is the cause of such problems? How do they try to handle such problems?

"Readings on
and Islander

Tell the children that there is another type of behavior which Trobriand Islanders learn to know. We might call it "magic." Have children read a general description of the use of "magic" in the Trobriands. Show a picture of a figure dressed like an ancestral hero and used for sorcery. Ask: What were some things the natives knew couldn't be overcome by human labor in their gardening? (insect pests, blight, sickness, etc. Be sure to explain the meaning of blight to the class.) These are the things that they use magic to prevent. As a means of comparison, ask children what we would do to try to solve these problems. Then explain that many of our ancestors also believed in magic. Aslo ask: How do we act when we face problems which we don't think we can solve. What superstitions can you think of which some people hold? What actions do these superstitions lead to? What explains these superstitions? (Inability to understand or control events or environment.)

"Readings on
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f some of the Trobriands working For example, show a man using a : How hard would you have to work o plow or dig up the ground and n a stick? Why?	Malinowski, Coral Gardens plates 43-44, (opp.p.144) Slide of men tilling
the selection on how the Trobri- r gardens. Then ask: How hard do ing? Would they have to work so n food to eat? How do you know? ey don't use modern farm machinery use? Do you think they could pay be useful to use large machines on these why not? Would the Trobrianders need rops? Why or why not? What are some of the do have with their gardens? What e cause of such problems? How do they problems?	 "Readings on the Trobri- and Islanders."
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G. Man changes the character of the earth.

G. All cultures require a minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

G. All cultures require a minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

G. People in different societies differ as to how they expect people to act as as to what they think good and bad.

G. The leadership of any group must try to maintain the group cohesion and organize its strategies to achieve its goal.

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F. Although the land to be farmed each year and the allotment of plots are ceremonially decided by a village council called by the chief and the garden magician, each man actually holds title to certain plots of land around the village, in each of the areas chosen in different years. However, he may agree to let someone else farm part of his land.

1. **The chief farms as many plots as he has wives; however, he cannot do all of the work on all of the plots if he has many wives; therefore, villagers help him by communal work, and he provides them with food upon such occasion**
2. **Other men in the village usually farm several plots of land, the stronger ones farming as many as ten a year.**

51. Review with children the reason why the Trobriands chan the area which they farm every few years. Ask: How do you think they might decide which area to farm each How do you think it is decided what plots of land each family will farm?

Have the children read a description of the village meeting and ceremonies held in deciding what area of land to garden that year, who will farm which garden plots, and the actual non-ceremonial arrangements and titles to land plots.

52. Arrange the desks in the room according to the village plan, with each desk representing one yam house or one home. Call for volunteers to serve as headman or chief and garden magician.

Now let children engage in dramatic play in which they act out in one scene the meeting to decide where land will be farmed this year, in another scene the di cussions which go on among villagers who wish to farm another's plot of land, and finally, the ceremonial scene in which it is decided who farms each plot of lan in the area selected for gardening. (In the last scene, children will have to pull desks in one corner or in a border to mark out general garden area.)

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"Readings on the Trobriand Islanders"

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S. Sets up hypotheses.

G. New technological developments bring improved efficiency to tools and increased labor productivity.

G. Man changes the character of the earth.

G. All cultures require a minimum of repricocal behavior for cooperation to obtain subsistence and other ends of social life.

G. The leadership of any group must try to maintain the group cohesion and organize its strategies to achieve its goal.

F. Gardening

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F. Gardening involves a number of stage

1. Some of the initial work is usually done in common.

    a. The cutting and burning of the brush is always done by communal labor on the chief's plots, and sometimes on the other plots, if the villagers a agree to it.

    b. The ashes are left on the ground to fertilize the soil, but some sticks and stones must be removed, and the ground must be prepared for planting by loosening the soil and removing small rocks.

Afterwards ask: Why do you think the ceremony is held if different men really hold title to certain plots and have already made agreements about who shall farm them? To what extent do the villagers actually decide what area of land to farm that year? To what extent do the headman and his garden magician make this decision? If the villagers really have little to say, who do you think this meeting is held?

Ask: How many plots of garden land does the headman usually farm? (At least one for each wife; more if he has only two or three wives.) Ask: Suppose a chief has 20 wives. Do you think he would still have to do half of the work in all of his garden plots? Would he do less than a man who has only one wife? Tell the class to look for answers as they read later assignments.

53. Have children read the selection on the initial preparation of the garden plots for planting. Afterward, ask: Why would it be more difficult for them to clear the land than it would be for people in this country to do so? (tools used) How did the chief manage to get all of his plots cleared? (communal labor). Why did the people burn the trees and shrubs rather than carrying them off for use later? (easier way of getting rid of things not needed; ashes serve to enrich the soil) Why couldn't the Trobrianders plant seed as soon as the fire had died out? Some things not burned completely; ground needed to be loosened and small stones removed.) Who did the different jobs we have discussed so far? How did the garden magician help? Did he do anything but use magic and ceremonies to try to make sure that the gardens would grow well and ward off evil magic? (Yes, he dicided when something needed to be done and organized the villagers to do it.) Why did the villagers build a fence around the gar plot? (to keep out wild pigs) How did the magician help in

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"Readings on the
Trobriand Islanders"

G. Some types of crops require much more human labor than other types do.

G. The leadership of any group must try to maintain the group cohesion and organize its strategies to achieve its goals.

G. In all societies people are expected to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

G. Status may be acquired by birth, achievement, age, or some combination of these.

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2. The tubers are planted with digging sticks; later the men must thin out the roots in order to grow good-sized yams and taro. The women and girls weed the gardens.
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3. The men also must train the yam vines to grow up the yam stakes which are placed in the gardens.

4. Both men and women harvest the crops.

    a. After digging out the roots, the vegetables are carefully cleaned and the larger ones even decorated.

    b. When the crops are harvested, they are piled up for a time for others to admire; these men gain prestige and take pride the building of this fence? (He urged laggards on to build their parts of the fence higher.)

At appropriate points in the discussion, show pictures to illustrate communal labor and separate family labor in these states of the gardening. Also show some of the tools used, once again.

54. Now have children read about the stages of planting, weeding, training the yam vines, and thinning the roots. Show pictures of some of these stages, asking questions about each to make sure that children understand what was being done, how, and by whom. Use some of the diagrams of roots as well as pictures to illustrate the need for thinning. Compare the job of raising yams and taro with that of raising corn or wheat or some other crop which requires less labor.

Where pictures are not available of the state, ask children question about. Also ask: How did the magician help in these stages of gardening?

55. Now have children about harvesting of garden crops and their echibits of crops before storing them. Show pictures of both the harvesting and the pi piles of produce. Ask: Who takes part in the harvesting: How is the chief able to harvest all of his garden plots? Can you think of anything in this country which reminds you of the way in which the Trobrianders display their garden produce? Ask further questions to find out if children have ever attended county or state fairs or garden exhibits.

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oints in the discussion, show pictures mmunal labor and separate family tates of the gardening. Also show some d, once again.	Malinowski, Coral Gardens, plate 29 (opp. p. 96), plate 33 (opp. p. 112), plate 36 (opp. p. 120), Plate 38, (opp. p. 121), plate 22 (opp. p. 65)
n read about the stages of planting, g the yam vines, and thinning the tures of some of these stages, asking each to make sure that children undereing done, how, and by whom. Use rams of roots as well as pictures to eed for thinning. Compare the job of taro with that of raising corn or her crop which requires less labor.	Slides of gareners. "Readings on the Trobriand Islanders." Malinowski, Coral Gardens, plates 43-44 (opp. p. 144) and pp. 140-141
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G. The leadership of any group must try to maintain the group cohesion and organize its strategies to achieve its goals.

G. Families in some societies have religious or supernatural functions (including the use of magic.

S. Applies Previously-learned concepts and generalizations

G. In all **societies**, people have traditional relatioships by which they exchange certain things with each other; this exchange is not affected particularly by supply and demand.

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In their work much as do Americans who enter garden shows or exhibit as state fairs, except that there are not material prizes. Moreover, no commoner would try to outdo the chief's exhibit of harvested food.

5. The garden magician serves to organize the gardening which is done in common and to spur on the families to carry out each stage needed.

6. Produce was then carried to the yam houses of each man's sister's family where it was again exhibited for a time. Finally, all of the produce was stored away in the yam storehouses. A man's own yams were stored away beforehand in covered parts of his storehouse.

If not, show pictures of these affairs in this countr and tell the class about the prizes. Then have children note the similarities and differences. Also ask: Why wouldn't those who were not the headmen try to have bigger produce pile than the headman? Why weren't they likely to even if they had tried? (Not so many plots, usually more communal labor used on chief's land, etc.)

56. Review with the class the many ways in which the gard magician helped with the gardening process and helped organize the work. Now tell the class briefly how he paid for his work. Also remind the class that the ch magic belonged to the headman and was merely used by the chief magician. It was passed on in the family h headman to his sister's nephews.

57. Now show the class pictures of the storing of yams in yam houses. Ask: Why wasn't all of the produce in one village stored in their houses? (about half of the yams had to be carried to other villages for sister's husbands.) How were all of the supplies moved? (by foot.) Show pictures of men and women carrying produce to other villages.

Show a picture of the display of goods before a food distribution. Explain that after a man has received food from his wife's brothers, he usually distributes part of this food to his relatives in his village. There are also other types of food distribution in ceremonies following the harvest. This food distribution is part of the "ritual" connected with harvesting of crops. Put the word "ritual" on the board. Let one or two of the childre up the meaning in the dictionary.

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Malinowski, Coral Gardens, plate 75(opp. p.225
plates 18-19 (opp. p.57)
plate 76,(opp. p. 239)

Slide of food distribution.

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Malinowski, Coral Gardens, plate I (frontispece), plate 11 (opp. p. 32).

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VI. The Trobrianders engaged in other cooupations besides gardening; they exchanged food products for other food products and for various kinds of handicraft goods.

A. Some of the villagers raise a few pig and fowl and they may eat some wild pigs and fowl or grubs; however, they are not really hunters.

Tell the class each family kept its own peas, pumpkins and taro. Ask: Do you think these vegetables would be harvested all at once? Why not?(Peas must be picked on a regular basis, as they keep appearing on pea vines; gardens planted at different time to pick taro at different times because it spoils easily once picked) Why do you think the peas, taro, and pumpkin are not distributed to the sister's husbands for storing? (Spoil too easily.)

Again call the attention of the children to the fact that only the headman's yam houses had the openings s that people could see how many yams were stored. Be children understand why this was true.

58. Perhaps have children engage in dramatic play showing the various stages of gardening and food distribution which have been studied since the last dramatic play. The teacher can serve as narrator, but the "garden" magician" might recite or read simplified magical formulas.

58. Show a picture of Trobrianders carrying a pig between poles. Explain that the people do not have many pigs Tell them about the chief's claim on pigs and what th really means. The also tell the class about the wild pigs. Ask: What did you learn about pigs and danger to gardens? How do the Trobrianders try to keep the pigs out of the gardens? What else might they do because of the lack of many domesticated pigs? Tell the class about the feelings among the people of many of the villages about eating wild pigs. Also tell the children about the few fowl kept and wild fowl obtained from white hunters and about the grubs used. Does this data seem to show that the Trobrianders spe time getting food through hunting? Why do you think t

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National Geographic, May, 1962, p. 631

Slide of men carrying pig.

G. People in most societies in the world depend on people who live in other communities for certain goods and services and help in solving problems.

G. In all societies, people have traditional relationships by which they exchange certain things with each other; this exchange is not affected particularly by supply and demand.

G. In all societies people are expected to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

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B. Inland villagers exchange yams or taro for fish from villagers who do not raise as much produce in gardens but do much fishing. This exchange is made between traditional partners within certain villages and is carried on between entire village populations. the Exchange is on of equivalent gifts which is not barter and is affected little by differences in supply and demand.

were shown as hunters, fishers, and primitive farmers on the map you saw earlier?

60. Also ask: What other kind of protein did the Trobrianders eat? How would the people in the inland villages get the fish? Have the children read about reciprocal exchange relationships worked out among coupled villages and inhabitants. Ask: Could the people of the inland villages have built canoes and done some fishing? (Yes, and some was done but mostly for pleasure. Fish to be obtained for food and celebrations was obtained through the exchange of food gifts with partners.) How did this system of getting food compare with our method of getting food? (Relate to our own use of money and the effects of supply and demand on prices. Review from unit one). Ask: Was this Trobriand exchange an example of the barter we discussed earlier in the year? Was the amount of fish or yams exchanged affected much by the supply? Did the people in either village demand more of the other's product if the supply they had to offer was in short supply?

"Readings
Trobriand

Ask: Why do you think the Trobrianders never weigh the amount of yams or fish coming from the other partner? Would it be good etiquette to do so? When we get gifts from friends, is it considered proper for us to balance the value of gifts we get as against those we have given? Why not?

Ask: Do we have any kind of exchange in our society which somewhat resembles this kind of exchange of gifts? (Christmas and birthday gifts, etc, Exchange of Christmas Cards.)

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"Readings on the
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G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them. C.

G. In all societies people have traditional relationships by which they exchange certain things with each other; this exchange is not affected particularly by supply and demand.

G. The incentive to achieve the largest amount of foods and services possible is modified by other incentives such as a desire for pretige, the maintenance of personal relationships, beliefs about what is right (bolstered by beliefs in supernatural), etc.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER PEOPES.

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C. The introduction of pearl diving has brought the villager greater returns (usually in tobacco or tools) than he can get by the traditional reciprocal exchange of fish for yams or taro; however, he always fulfills his traditional obligation to provide fish when offered the yams which he must, by tradition, accept.

D. Trobrianders engage in various kinds of handicrafts. Some specialize in the production of certain things; others obtain these materials through several different types of exchange.

Show pictures of this exchange of yams and fish

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61. Now have the children read about the introduction of pearl diving for white men, and the refusal of the fishing villages to let this more lucrative occupation interfere with the customary exchange of fish and yams. Ask: Were these Trobrianders trying to make the greatest amounts of money or profits possible? Why not? Do people in this country sometimes refuse to work overtime or to make money because they want to do something for family members or friends? (Use examples of a man using his skill to help relatives or friends in building something, etc.) Why would he do this rather than sell his skills to others? (bring up the importance of reciprocal relationships in our society.)

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62. Show pictures of some of the ornamental objects in the Trobriand Islands. (e.g. made from sea shells,and carved wood, etc) Ask: What other use do the people make of their immediate environment beside trying to get food? (woodworking, carving wood, using shells for ornaments.)

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f this exchange of yams and fish	Malinowski, Argonauts,plate 36 Malinowski, Coral Gardens, plate 14 (opposite p. 40) plate 15, (opposite p. 41) Slide showing exchange of fish
ildren read about the introduction of r white men, and the refusal of the s to let this more lucrative occupa- with the customary exchange of fish Were these Trobrianders trying to st amounts of money or profits not? Do people in this country some- work overtime or to make money because something for family members or camples of a man using his skill to or friends in building something, etc.) this rather than sell his skills to up the importance of reciprocal rela- r society.)	"Readings on the Trobriand Islanders"
f some of the ornamental objects in the ls. (e.g. made from sea shells,and c) Ask: What other use do the their immediate environment beside ood? (woodworking, carving wood, r ornaments.)	National Geographic, May, 1962, p. 632 Malinowski, Argonauts,plate 16-18 26,49-52, 60. Slides of ornamental objects.

G. Specialization makes for interdependence.

G. Barter consists of the exchange of desired goods and services for other goods and services, without the use of money. True barter involves attempts by both parties to the exchange to get more and offer less.

G. Prices in a market economy are affected by supply and demand, The exchange of goods in ture bartering is also affected by supply and demand.

G. Barter consists of the exchange of desired goods and services for other goods and services, without the use of money, true barter involves attempts by both parties to the exchange to get more and offer less.

G. Money serves as a medium of exchange, as a measure of value, and as a storer of value; it is divisible and can be transported easily.

G. Specialization requires some kind of market for the exchange of goods, while the market, in turn, affects patterns of specialization.

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1. They may make several gifts of food to the person to support him while he produces the object desired.

2. They may exchange some handicrafts considered as "valuables" in the form of internal exchange of gifts between partners.

3. They may engage in barter in which both sies try to get the best bargain possible for what he has to offer when he wants some object produced by another. This barter usually involves the exchange of yams or other food products by those who wish handicraft articles.

63. Read aloud a brief description of how a chief obtained the services of a skilled craftsman in another village to make him a three tiered basket. Discuss this type of exchange afterwards. Did it use money? barter? What was the chief really doing? (Providing food gifts to support the person who could then spend less time in gardening and more in making the object the chief desired).

Malinows
Gardens,

64. Have the children read a brief description both of barter and of the exchange of mutual gifts among partners on the island from different villages. Afterwards, have them compare these types of exchange with both other types of exchange they have read about among the Trobrianders and with types of exchange in our society. Ask: In what type of exchange would supply and demand affect the outcome of the exchange in the Trobriand society? Also ask: What effects does specialization have upon workers? How are they affected by the demand for their goods and services? (If no demand, and so no food to support while working, couldn't specialize but would have to raise more food instead.)

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aloud a brief description of how a chief obtained ervices of a skilled craftsman in another village ke him a three tiered basket. Discuss this type change afterwards. Did it use money? barter? was the chief really doing? (Providing food gifts pport the person who could then spend less time in ning and more in making the object the chief de-).	Malinowski, Coral Gardens, pp. 40-41.
the children read a brief description both of bar- nd of the exchange of mutual gifts among partners e island from different villages. Afterwards, have compare these types of exchange with both other of exchange they have read about among the Trobri- s and with types of exchange in our society. Ask: at type of exchange would supply and demand affect utcome of the exchange in the Trobriand society? ask: What effects does specialization have upon rs? How are they affected by the demand for their and services? (If no demand, and so no food to rt while working, couldn't specialize but would to raise more food instead.)	"Readings on the Trobriand Islanders."

S. Applies previously-learned concepts and generalizations.

S. Gains information by studying pictures.

S. Sets up hypotheses.

G. Specialization increases interdependence.

S. Gains information by studying pictures.

G. Division of labor and specialization make possible increased or better production.

65. Ask: Why would the Trobrianders need to build boats of some kind? Who pictures of different sizes of canoes. Ask: What do you notice about the differences between these canoes? Why do you think the larger ones are needed? What do you think the Trobrianders use to make these canoes?

Now tell the class that at times some of the men in the villages make long overseas trips to other islands of Melanesia for two purposes. First, they get some products such as hard stone, certain kinds of prized shells, and certain kinds of foodstuffs not found in quantity at all in their own island. Second, they exchange gifts of various decorative articles considere "valuables" with certain partners in the so-called kula exchange. Just mention this exchange type at this time, and tell the class they will find out more about it later. However, point out that for such trips, the Trobrianders need large canoes. Ask: How many of you h been in canoes? How many of you have been sailing? What problems are there when a big wind comes up and you are in a canoe. How easy is it to keep from tipping ove in a canoe or sail boat in a high wind? How would you like to sail a canoe in the ocean? Why or why not? How might you make a canoe more stable so that it could be sailed more steadily?

66. Have the class read the account of the building of a canoe for the kula trip. Show pictures of such a canoe before they read, and then reshow them the pictures of the making of the canoe after children have read the account.

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d? Who pictures of different sizes of canoes.
at do you notice about the differences between
noes? Why do you think the larger ones are
What do you think the Trobrianders use to make
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Malinowski, Argonauts,
plates, 24,25,39,40.

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the making of the canoe after children have
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"Readings on the Trobriand Islanders"
Malinowski, Argonauts,
plates, 25-31, 39-41.

G. In division of labor no one tries to do all of the jobs needed to satisfy wants. The jobs are divided up and done by different people. Even one job may be broken up into a number of operations, each of which is performed by a different person.

G. Human beings exhibit the same kinds of emotions (anger, fear, sorrow, hatred, love) although they may express them in different ways and the emotions may be aroused by different things.

G. In all societies people are expected to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

S. Is able to empathize with others.

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npathize with others.

4. certain "valuables" are exchanged as gifts in overseas kula expeditions; barter is also carried out on these trips but never for "valuables" or between kula partners.

67. Let children engage in dramatic play showing t
of a new Kula canoe, the magic used, and some
distribution and ceremony before and after the
work.

68. Discuss the dangers of sailing such a canoe be
islands which are any distance from each other
read aloud Malinowski's discussion of these da
plus some of the fears which they had of being
land in an area of headhunters.

69. Show the class pictures of shell ornaments in
briand Islands. Ask: What purpose do these or
serve? (decorations, symbols of rank and wealt
purposes do jewelry and ornaments serve for us
we get such ornaments? (buy them with money or
them as gifts.) Point out that in colonial da
America, people of lower rank were not suppose
certain kinds of clothes worn by those of high

t en engage in dramatic play showing the building
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ng of the fears which they had of being forced to
area of headhunters.

Malinowski, Argonauts, pp. 221-222, 224-225

h lass pictures of shell ornaments in the Tro-
or ands. Ask: What purpose do these ornaments
lt corations, symbols of rank and wealth). What
us o jewelry and ornaments serve for us? How do
or n ornaments? (buy them with money or get
da fts.) Point out that in colonial days in
se eople of lower rank were not supposed to wear
gh nds of clothes worn by those of high rank.

Malinowski, Argonauts, plates 16-18

G. In all societies people have traditional relationships by which they exchange certain things with each other; this exchange is not affected particularly by supply and demand.

G. In all societies people are expected to behave in certain ways; they are expected to believe that certain things are bad.

G. Human beings exhibit the same kinds of emotions (anger, fear sorrow, hatred, love) although they may express them in different ways and the emotions may be aroused by different things.

G.q In all societies people have traditional relationships by which they exchange things with each other; this exchange is not affected particularly by supply and demand.

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E. The Trobrianders have seven types of exchanges, they are:

1. Pure gifts for which one does not expect a return. (e.g. husbands' gifts to wives and children.)

70. Now have children read an account of the overseas kulu exchange. Afterwards ask: What rules are followed in this type of exchange? (Ask further questions as needed to bring out such things as the direction in which certain types of ornaments move, about the partners with whom one exchanges things, about the obligation to repay with an equivalent gift later, about the use of small gifts to try to obtain a particularly desired "valuable.") Draw a map of the islands on the board and let children trace the journey of a piece of jewelry. Also ask: What would eventually happen to the valuables which people in village X exchange to people south of them? (would come back to the island, although not necessarily to the same village or person.) Why do the people desire some shell ornaments which are really too bulky or heavy to wear? What barter is permitted on Kula expeditions? Why do those on the kula expeditions like the idea of having a partner on another island for a reason other than an expected gift? How does magic enter into the kula expeditions? Do we have anything similar to a kula exchange? (exchange of gifts between firends and relatives even though not the same gifts.) How does such an exchange differ? Are there any of the same kinds of reasons for such excanges.

"Readings
Islanders

71. Teach children a South Sea Island song, using the videotape, Music of the South Sea Islands.

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72. Now have the children think back to all the kinds of exchanges which they have found in the Trobriand Islands. Have them list them on the chalkboard. Show pictures of as many of them as you can. Add to the list and explain other types. Ask: Which of these types seems to be though of as least desirable? Which gives a man the most prestige?

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"Readings on the Trobriand
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st prestige?

Malinowski, Argonauts,
plate 20, frontispiece,
plates 36-37, 61-62

G. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them.

G. The incentive to achieve the largest amount of goods and services possible is modified by the other incentives such as a desire for prestige, the maintenance of personal relationships, beliefs about what is right (bolstered by beliefs in supernatural), etc.

G. Human beings everywhere have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).

S. Generalizes from data.

G. Certain basic economic questions related to allocation are resolved in some fashion in every

2. Customary payments
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VII. The Trobriand economi
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2. Customary payments which are repaid without strict equivalence. (e.g. harvest payments a man receives for which he occasionally give a pig)

3. Payments for services rendered. (e.g. to magicians for garden magic, sorcerers employed to heal or kill, and to canoe specialists or other specialists).

4. Gifts returned in economically equivalent form. (e.g. between friends and relatives; traditional exchange of yams for fish between one community and another).

5. Exchange of material goods against privileges. (e.g. inheritance during lifetime of uncle's plot, knowledge of magical formulas).

6. Ceremonial barter with deferred payment; the most common form of this type of exchange is the kula. The gift is always accepted and must be repaid with a gift later on.

7. Barter--pure and simple. Here the equivalence is adjusted by bargaining and haggling. This form of exchange is not held in high regard. It is carried on only with people with whom they have no special relationship.

VII. The Trobriand economic system studied by Malinowski was based primarily upon traditional reciprocal relationships rather than on a market or a command system of redistribution. However, there was some market bartering and the

Perhaps have the children engage in dramatic play in which they act out the different kinds of exchanges.

Be sure to have children discuss similar kinds of relationships in this country today and in the past. (Draw upon their study of the Boston Colonial Family in grade two) also describe more recent kinds of reciprocal aid among farmers.

Also ask: What do the relationships illustrate about the goals of the Trobriand people and the things they wanted? What do they indicate about the people's feelings about their families and friends?

73. Now ask: Basically, how does the economic system of the Trobriands differ from our own? How are the major economic questions answered among the Trobrianders? How does the system differ from that of the Soviets? Perhaps a drawing placed on the chalkboard showing a triangle, with the traditional reciprocal relationships.

society, although perhaps in no other way than by tradition. These questions are: (1) What and how much of each good or service shall be produced ? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the population?

G. Economic systems differ as to how economic questions are resolved, about what and how much to produce, how it shall be produced, and who shall get what goods and services.

G. In many societies neither the government nor a market system has been important in affecting how resources are allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. All societies have some reciprocal relationships which affect exchange to some degree.

G. Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.

G. A productive resource is anything which can be used to produce goods or services.

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role of the chiefs introduced a small bit of command redistribution into the system.

written at the top of the triangle, market at the left-hand side of the base line, and command at the right-hand side of the base line. Ask: Where would you place our economy on this triangle? (What part of our exchange is through markets? Through command or government decisions? Through reciprocal relationships?) Where would you place the Soviet Union on this triangle? Where would you place the Trobriand Islanders on this triangle? In what ways does the Trobriand village seem to have a command or redistribution system in addition to exchange through just reciprocal relationships? (Headmen collects some tributes as well as gifts from relatives, but he redistributes it among those taking part in community construction, etc.)

Ask children to think back to what Trobriand Islanders produce and want. Do they have as much as they would like of all the goods they want? What were the productive factors which could be used in producing goods in the Trobriand Islands? Why did the people produce less of some material goods than do some other societies? Why was ther little change in the amount produced from year to year except when the islands were affected by a drought? Why wasn't more food and other kinds of goods produced each year?

G. **At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor and capital goods), but the level of technology, and by the** efficiency of the organizational structure.

G. Traditional societies, which look to tradition for guidance, have very slow rates of economic growth (growth in output).

G. Status may be acquired by birth, achievement, age, or some combination of these

VII Trobriand socie
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VII. Trobriand society has some classes and people with more status and rights than others.

A. The clans are ranked according to prestige. Those members of the top clan within a village (who make up the sub-clan within the village) provide the headman for the village.

B. The headmen of each village is the oldest man of the most important sub-clan in each village. He has certain rights and is owed certain duties and respect.

C. The district top chief is granted the greatest respect and prestige. He may not actually have as much power if war breaks out, but he has more prestige.

D. Prestige is earned in a number of ways; by agricultural skill, by owning much produce and valuables, by giving away valuables in the kula system, etc.; however, prestige is also gained by birth into

74. Now ask: What seems to give a man prestige in the Trobriands? (membership in particular clan; position as headmen, number of wives; wealth in form of possession of valuables and food etc; reputation for giving away valuables and much food and smaller gifts; reputation as a gardener, etc.) Do people in our society get prestige in any of the same ways? (Owning wealth; giving large gifts to charities, etc.; good workmanship or reputation in profession, etc.) Do we treat gifts in the same way. Why not? (Be sure to define"prestige" when you first mention the word.)

G. Ways of living differ from one society to another. Every culture (way of life) is different.

S. Generalizes from data.

G. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

G. Culture changes, although it changes more rapidly and drastically in some places and times than in others.

G. Innovations may come about as a result of diffusion or borrowing from other people.

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E. Members of some villages which specialize in handicrafts or "industrial work" are looked down upon by Trobrianders from other villages.

IX. The Trobriand Islands differ from the United States in location and size, and in the type of food, clothing, and shelter used by the people. The system of values is also different. The two economic systems, the social systems, and the political systems also differ

X. Trobriand society is changing, but not as fast as did the nearby Manus society.

A. The Manus live in the same vicinity as the Trobrianders. Thirty years ago they were living much like the Trobrianders. Contact with Europeans and Americans during the Second World War changed their ways of life.

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75. By means of review, ask: In what ways are the Trobriand Islands different from the United States? Are they the same size? Do the people dress as we do? Do they live in the same kinds of houses, eat the same kinds of food? Are the families the same? Do they get goods they need in the same way? Do they have the same goals in life? Do they value the same things that we value? Do not use class discussion; rather, ask each child to write a summary of the ways in which the two societies differ. Then read aloud and discuss one or two of the papers.

76. Now ask: Even though there are differences in ways of life, how do the Trobriand Islanders seem like us?

77. Ask: What group of people did you learn about in third grade who live near the Trobriand Islands? What kinds of houses did they live in beofre the Americans came? What was their chief means of getting food? How did they go to get other food? How did these characteristics of the Manus compare with the Trobrianders? Are the Manus still living as they did 30 years ago? How did their lives change? What brought about these changes?

G. Persistence of culture traits may result from a lack of exposure to conditions which further change.

G. Some values are conducive to change; some values make change difficult.

G. Innovations may come about as a result of diffusion or borrowing from other people.

B. A numbe
changes

G. Changes in one part of a culture bring changes in other parts.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. People use their environment in terms of their cultural values, perceptions, and level of technology.

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B. A number of factors have brought changes in the Trobriand way of life.

78. Quote the National Geographic article on the little change which had taken place since the days of Malinowski. Ask: Why do you think the Trobrianders did not change much? (May not have been as close to westerners, may not have wanted to change.) Do you suppose they have changed much by now? What factors might have brought some changes?

National Geog
1962, p. 615-

Appendix: "Th
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79. Now say: After Australia took over the islands, they began to restrict the number of wives which each headsman could have until now he can have only one wife. What do you think this rule would finally do to the economic system of the Trobrianders? What other effects have you seen so far from contact with the men from Europe and Australia? (Steel tools, pearl diving, food no longer allowed to rot but transported to white settlements.)

Now point out that there have been changes. Many of the people work on white plantations for a few years, etc.

Have children read the Australian government's pamphlet on the Trobriand Islands. Then have them describe all changes which they find from the days of study by Malinowski. Or list some of the changes cited by Hogbin. Ask: How can you explain these changes? Now where would you place the Trobrianders on our triangle of types of exchange?

Trobriand
New Prima

80. Ask: Do you think the physical environment of the Trobriand Islands determined how the people there lived? Would we live in the same way if we moved there? Why or why not?

eographic article on the little en place since the days of hy do you think the Trobrianders (May not have been as close to have wanted to change.) Do you anged much by now? What factors ome changes?

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the physical environment of the Tro- rmined how the people there lived? same way if we moved there? Why

National Geographic, May, 1962, p. 615-617.

Appendix: "The Trobriands Revisited."

Trobriand Islands, A New Primary Book.

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FILMS

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VIDEOTAPE

Music of the South Sea Islands, Chelmsford ITV.

AUDIO TAPES

Latitude, Wollensak Teaching Tapes

Longitude, Wallensak Teaching Tapes

MAGAZINE

National G
May, 196

STUDY PRIN

Map Symbol
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SLIDES

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MAGAZINE

National Geographic, 121:604-37
May, 1962

STUDY PRINTS

Map Symbols and Geographic Terms Charts, A.J. Nystrom and Co.

SLIDES

1. Villagers being counted during census.
2. Craftsman hollowing log into canoe.
3. Father and son on outrigger canoe that is intricately carved.
4. Men carrying a trussed pig.
5. Woman munching yam after swim in the sea.
6. Family disembarking from canoe. Building used for school in the background.
7. Village path with homes along side ih Aibon.
8. Woman sowing corn with planting sticks.
9. Aerial view of patchwork farms.
10. A family group: Omarakana with his mother, wife and children standing in front of storehouse

SLIDES (continued)

11. Armshells

12. Two men wearing armshells

13. Necklaces

14. Two women adorned with necklaces.

15. Dug-out in the village.

16. A chief's yam house.

17. Filling a yam house.

18. Display of pigs and yams at a distribution.

19. Ceremonial exchange of vegetables for fish.

20. The rigging of a canoe.

21. Fine specimens of amphlett pots.

22. Woman on the road crossing the jungle.

23. On the road through a harvested garden

24. The chief's polygamous family

25. Family group clearing their gardens.

26. Men subdividing plot into squares.

27. Women standing next to stile in garden fance.

28. Shaving the Taytu tubers.

29. Construction of a large heap.

30. Large decorat

31. Ceremonial fi
Yalumugwa.

32. A ramshackle

33. Technique of

34. Typical villa

30. Large decorated heap.

31. Ceremonial filling of bwayma in Yalumugwa.

32. A ramshackle storehouse.

33. Technique of thatching a roof.

34. Typical village street.

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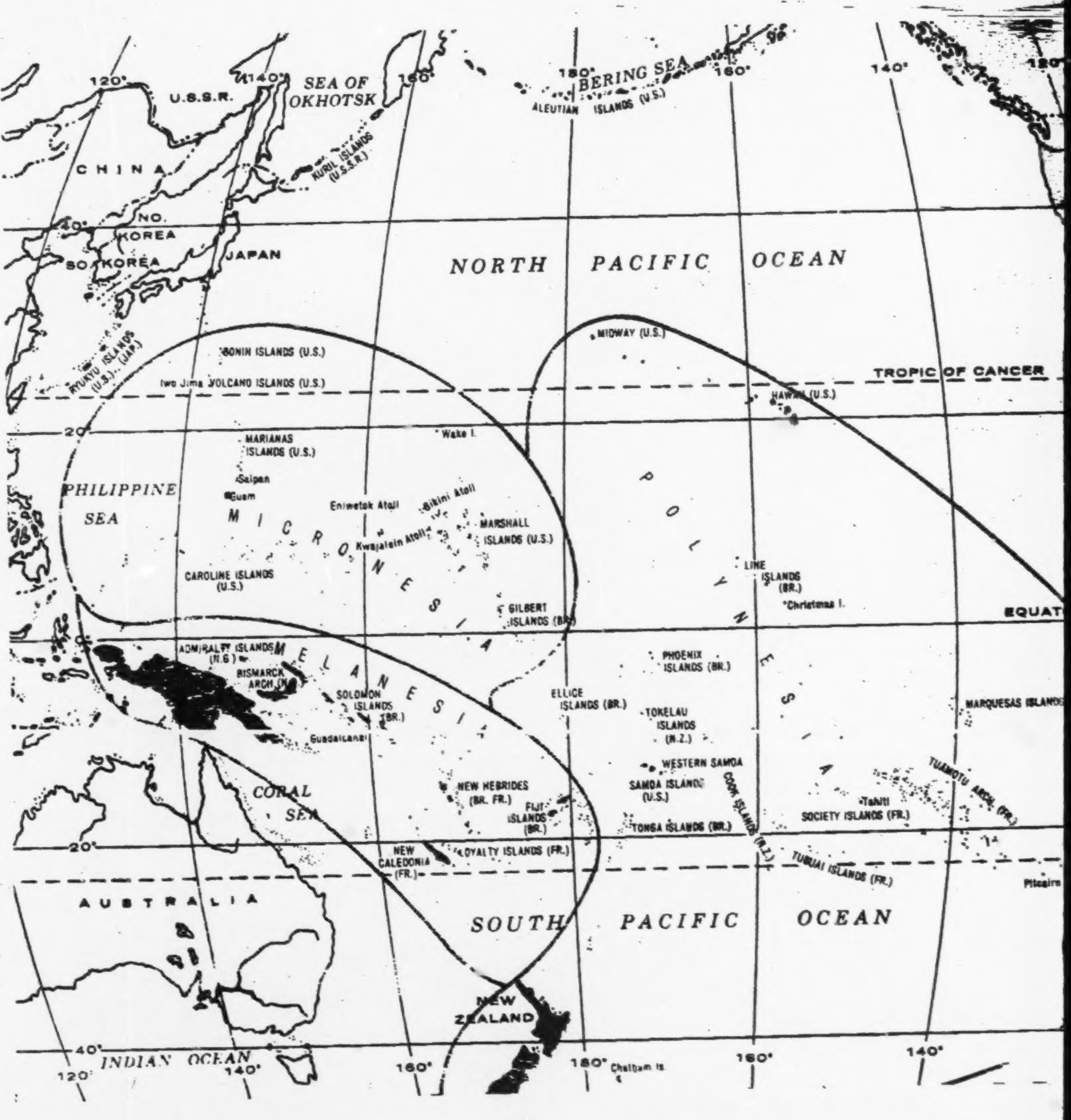
APPENDIX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PHOENIX ISLANDS (BR.)
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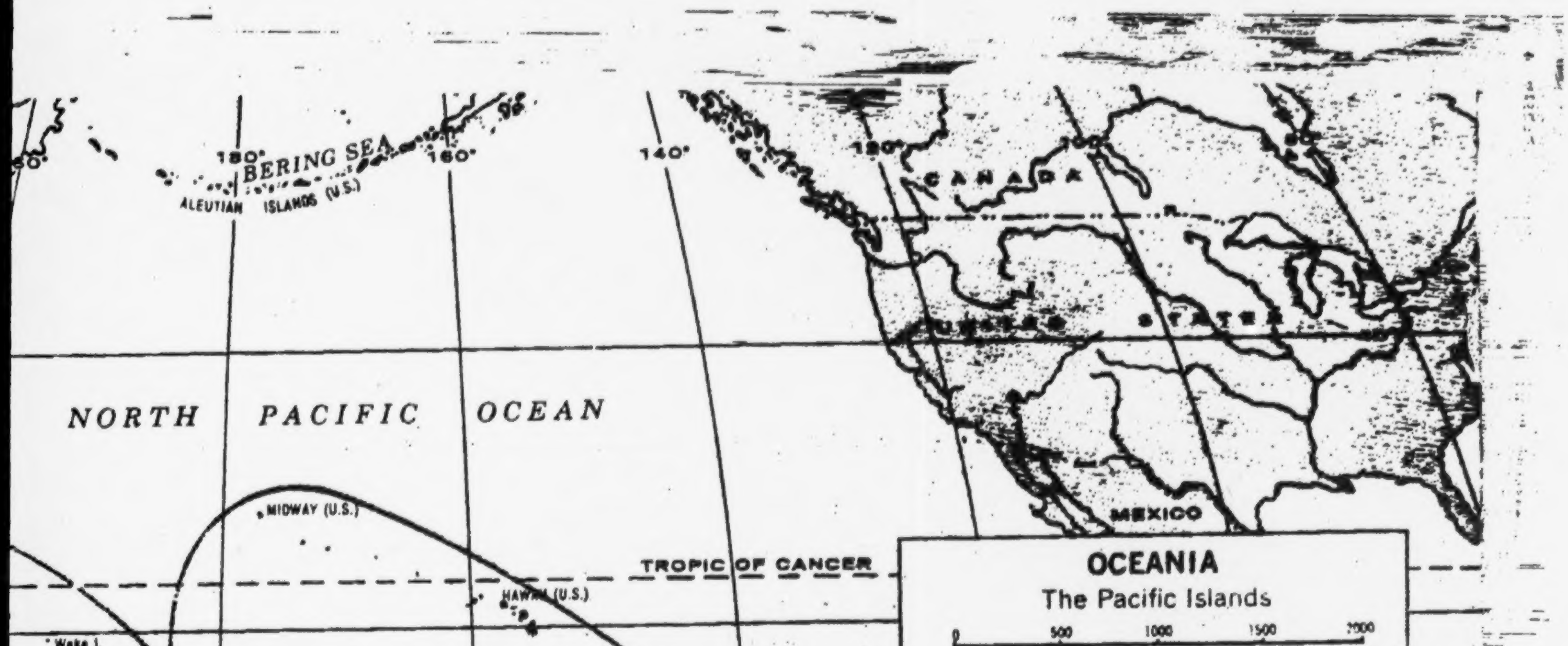
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SAMOA ISLANDS (U.S.)
COOK ISLANDS (N.Z.)
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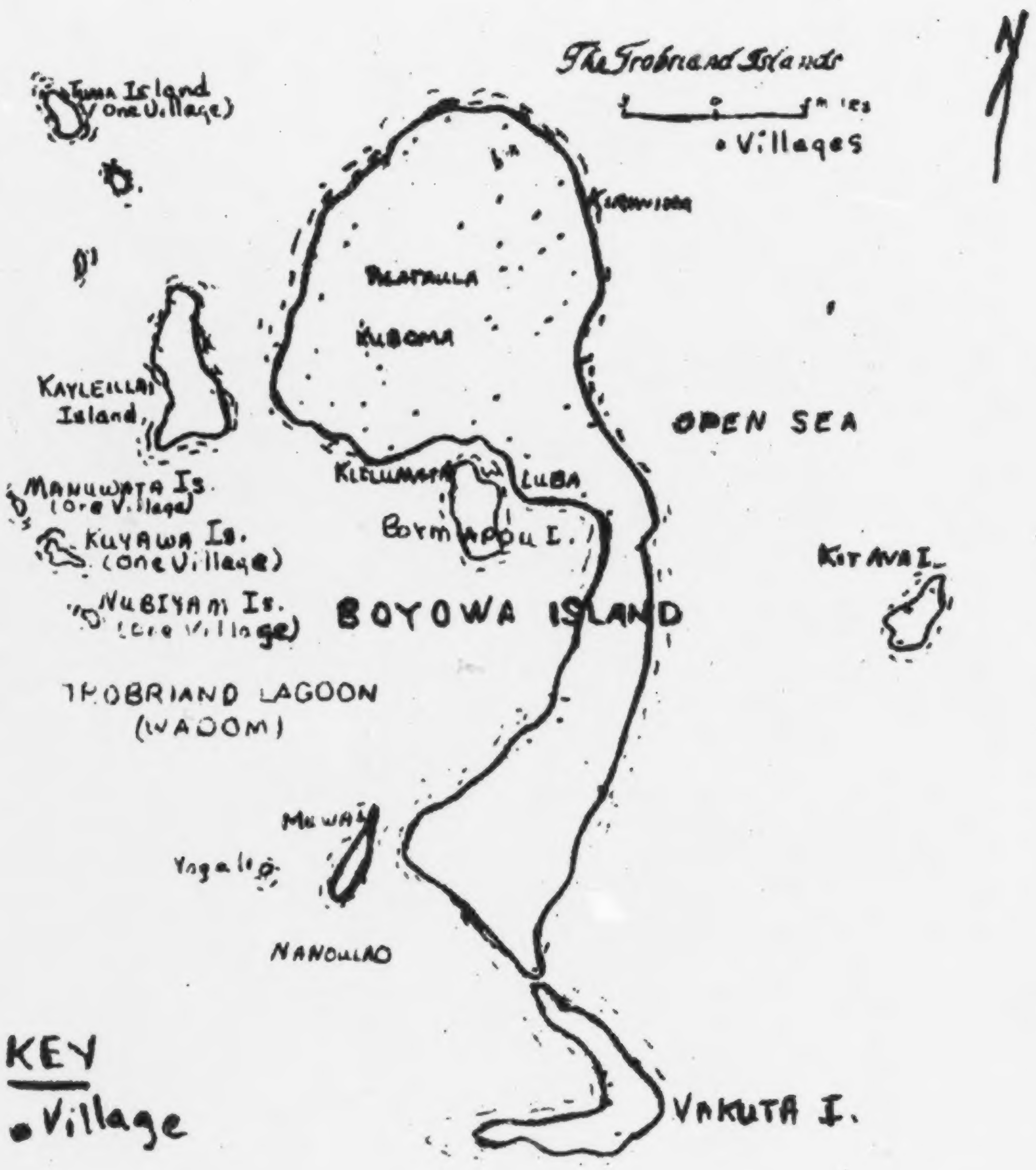
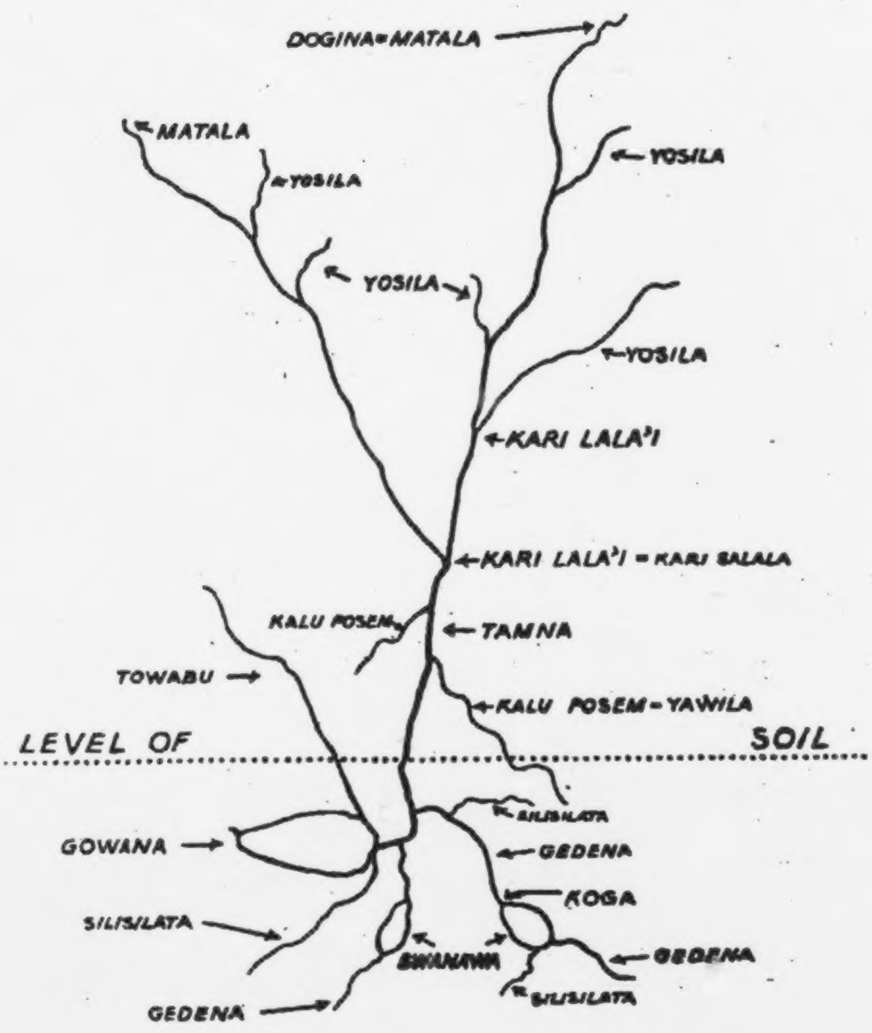
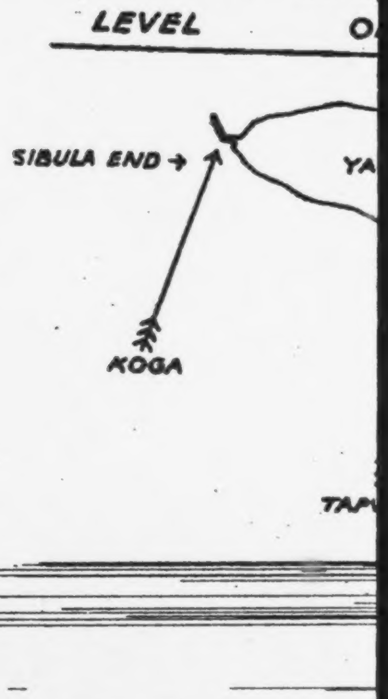


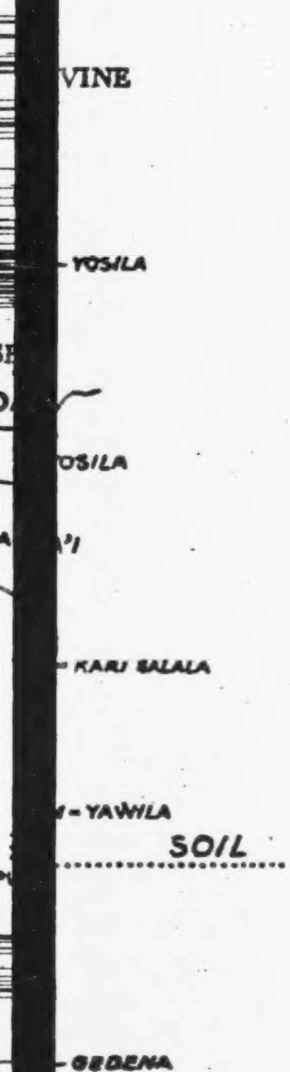
MAP OF THE TROBRIAND ISLANDS

GROWTH OF TAYTU. THE NEW VINE

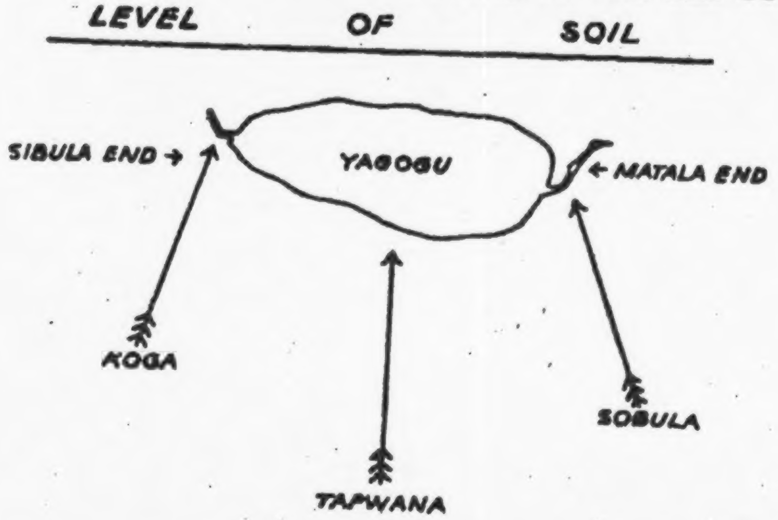


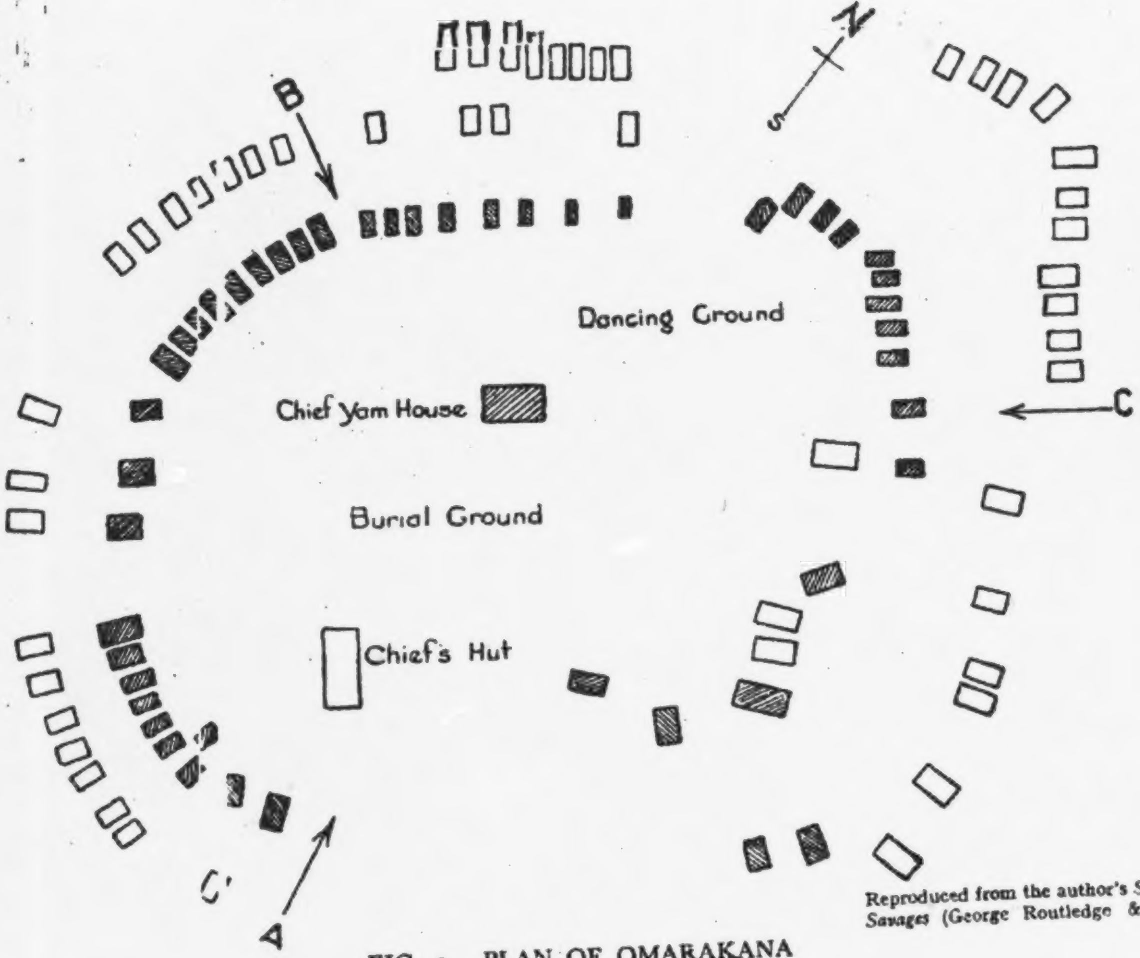
GROWTH OF TAYTU: THE S





GROWTH OF TAYTU: THE SPROUTING OF THE OLD TUBER





Reproduced from the author's *Sexual Life of Savages* (George Routledge & Sons Ltd.)

FIG. 2. PLAN OF OMARAKANA

▨ = Storehouses ☐ = Huts
A–B = Huts of To'uluwa's Wives
A–C = Huts occupied by Tabalu
B–C = Huts of Commoners

DESCRIPTION OF CORAL REEFS

Even though the coral formed in this way is constantly being worn down by the sea, the coral polyps are so numerous that the reefs continue to grow and there are uncounted millions of them under tropical waters. Only a small part of any coral reef ever shows above the surface of the sea.

There are three types of coral reef--the fringing reef, the atoll, and the barrier reef. Fringing reefs are built upward and outward from the underwater edges of islands. In time such reefs make coral shelves that surround the islands.

An atoll is a ring of coral enclosing a lagoon. Atolls are formed when islands surrounded by fringing reefs slowly sink or are worn down, and the coral polyps continue to build upward and outward. Usually a great part of the upper surface of the atoll remains under water, especially at high tide. The highest parts of the atoll may form a crescent-shaped island, or they may form small islands or islets, that seem to be separate but are really a part of the same formation. The open sea around the atoll breaks against it and over it, and the white surf makes a circular pattern even where the top of the atoll is submerged. The lagoons within the atolls are generally calm, often shallow, and sometimes difficult to navigate because of submerged coral.

A large number of the islands of Micronesia are atolls, and some of the island groups, such as the Marshalls and Gilberts, are made up almost entirely of atolls. While the atolls vary in size, as do the lagoons they enclose, the individual islets of each atoll are usually small and very low. The total land surface of all the islets of an atoll is sometimes less than half a square mile. A lagoon may be only a few hundred feet in diameter, or it may be enormous.

Barrier reefs are walls of coral built along an outer edge of the underwater base of an island or a submerged ridge along an island coast. A sheltered channel lies between the reef and the land. On the other side of the reef, the water is very deep.

The largest and most magnificent of these marine fortifications is the Great Barrier Reef, more than a thousand miles long, off the remote northeastern coast of Australia. It is built on the edge of the continental shelf.

The Reef, with its channel, is the most extensive collection of tropical marine life, coral formations, and vegetation and animal populations of coral islands known to man. Its existence is known, but, because of the dangers and difficulties involved in exploring or even visiting it, only small parts of it have been studied.

THE TROBRIANDS REVISITED

This is what a recent visitor had to say about the Trobriand Islands:

Off New Guinea's eastern tip, between the Coral and Solomon Seas, lies a double handful of the South Pacific's loveliest isles. Yet visitors are all but unknown here, hotels are nonexistent, and even the adventurous yachtsmen who regularly pop up in out-of-the-way corners of Polynesia seem to have overlooked these Melanesian islands.

Of them all, I chose to visit Kiriwina, largest of the Trobriands--probably because I had so vivid a picture of it from reading, as a boy, Bronislaw Malinowski's Argonauts of the Western Pacific. Malinowski had gone there at the time of World War I to study the trading voyages of these remarkable people. Now, after 40 years and another war, I wanted to see how much they had changed.

Practically speaking, they haven't. True, I heard a group of teen-agers one evening strolling a coral path at dusk, strumming "Pistol Packin' Mama" on their guitars. But this, and the scrub-choked roads and airstrips that still lace the island's heart, were the only wartime legacies I was conscious of.

Otherwise Kiriwina remains a never-never land of arching coconut palms and delightful South Seas villages peopled by some of the finest looking natives in the Pacific (pages 630-33). The islanders still carve wondrously intricate prow and stern boards for their huge outrigger canoes, and they still make the daring voyages that link their home with other coral isles across many miles of open sea.

Even today the islanders have little or no knowledge of the world beyond their own shimmering waters.

"Pardon me, Taubada [elder]," a G-string-clad schoolboy asked me one day in Kavatari, one of Kiriwina's hundred or so settlements. "What is the name of your village?" He pronounced his English slowly and with great care.

"Wah-shing-tun, Dee Cee," I told him, shaping the syllables as precisely as I could.

"Is it as big as Kavatari?"

"Bigger," I had to admit, "but not half so beautiful."

"Ah," he said thoughtfully and sauntered away toward a group of chattering village girls, unabashedly beautiful in skirts of red-and-white banana fiber and nothing else.

But change is in the wind. "Until the last war," Assistant District Officer R.G. Orwin told me, "the Trobriands were kept as a sort of anthropologists' preserve; we Australians thought the outside world would contaminate them. But now we realize they are Papuans as well as Trobrianders. We can't leave them in a fish bowl for scientists to come and peer at. If they are going to survive in the modern world, they'll have to march along with everyone else.

"It won't happen in six months, or perhaps even six years, but eventually these people must govern themselves through their own elected representatives in the Legislative Council in Port Moresby."

I would be the last to suggest that Kiriwina be denied its place in the modern world. But I like to think that, for a little while a least, it will remain as I remember it--the nearest thing I have ever seen to the "unspoiled" South Seas of old.

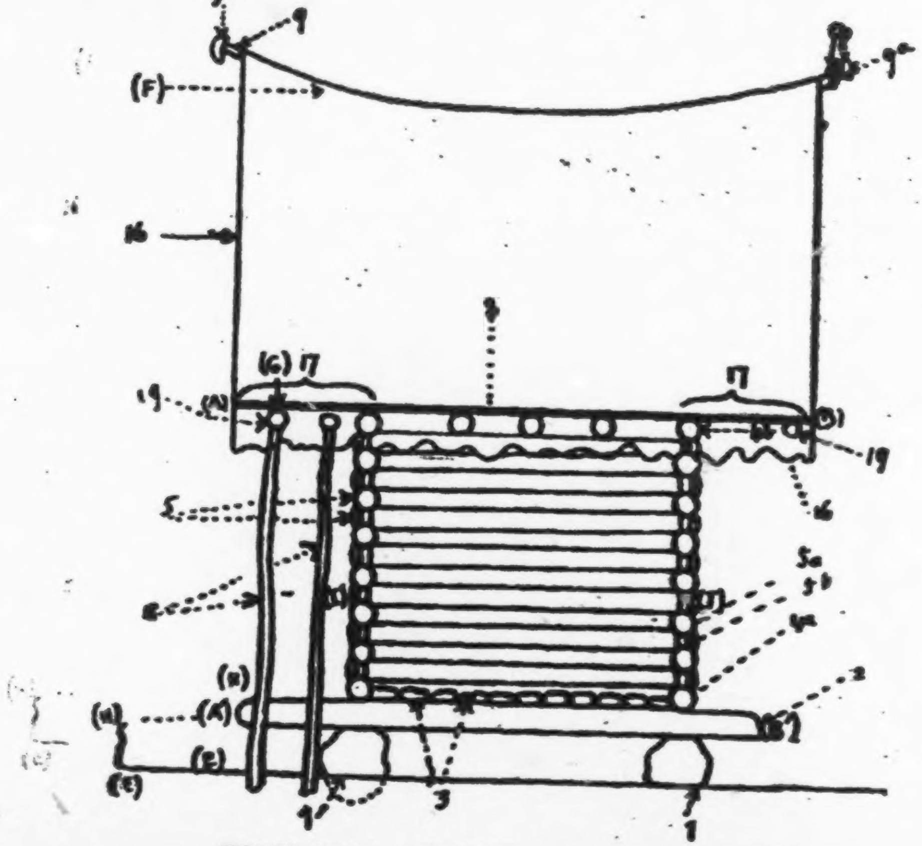


DIAGRAM I. SIDE VIEW OF YAM-HOUSE

Foundation-stone.
Foundation-beam.
Floor-board.
4. Framing log *a* at botom of log cabin.
b at top of log cabin.
5. Log cabin *a* transversal cabin log.
b longitudinal cabin log.
8. Horizontal support of roof.
9. Upper ridge pole.
9a. Ornament of ridge pole
16. Thatch.
17. Gable-end floor.
18. Support of gable-end.
19. Gable-end foundation-pole.

16-
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5. Log cabin
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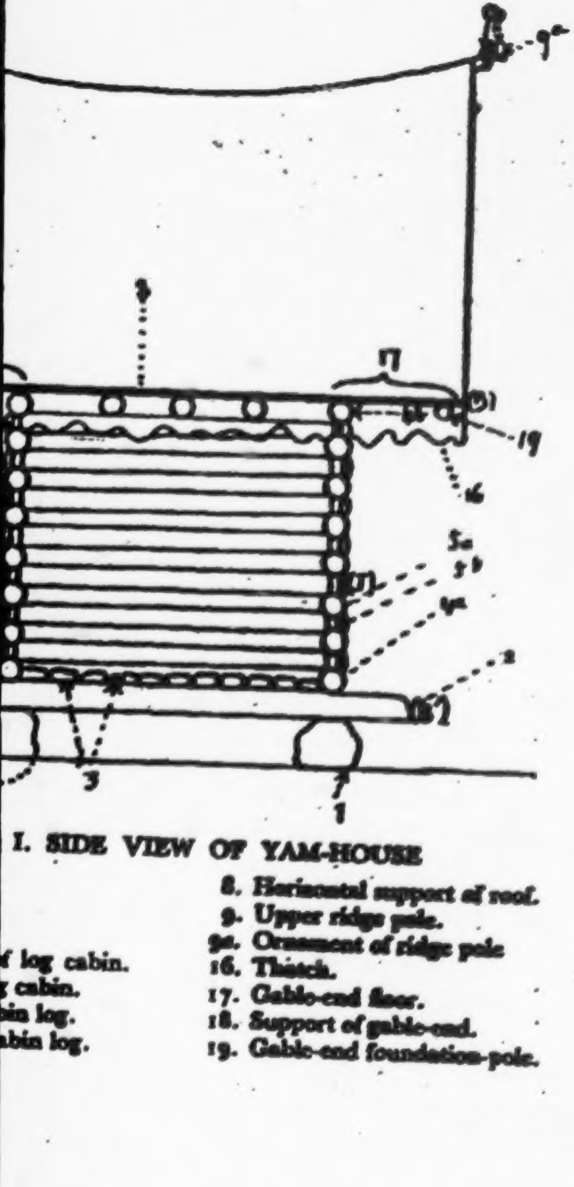


I. SIDE VIEW OF YAM-HOUSE

f log cabin.
g cabin.
bin log.
abin log.

8. Horizontal support of roof.
9. Upper ridge pole.
9a. Ornament of ridge pole
16. Thatch.
17. Gable-end floor.
18. Support of gable-end.
19. Gable-end foundation-pole.

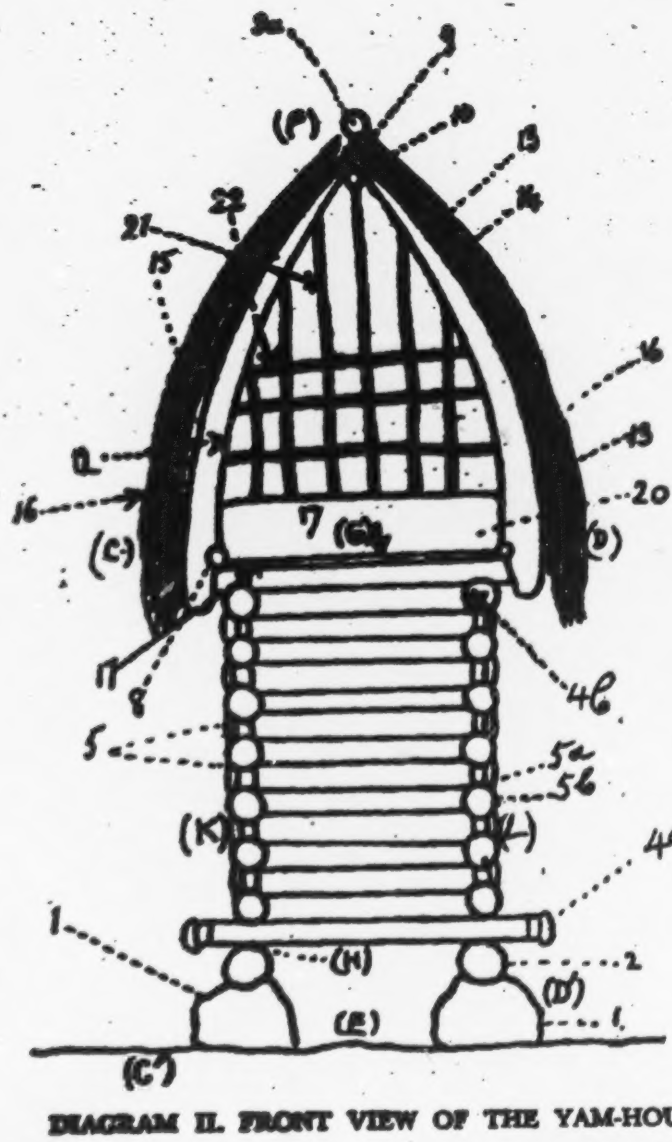


DIAGRAM II. FRONT VIEW OF THE YAM-HOUSE

1. Foundation-stone.
2. Foundation-beam.
4. Framing log *a* at the bottom of the log cabin.
b at the top of the log cabin.
5. Log cabin *a* transversal cabin log.
b longitudinal cabin log.
8. Horizontal support of thatch.
9. Upper ridge pole.
10. Lower ridge pole.
12. Gable-board.
13. Inner frame-rod.
14. Curved frame-rod.
15. Outer frame-rod.
16. Thatch.
17. Gable-end floor.
20. Base-board of gable.
21. Vertical gable-rod.
22. Horizontal gable-rod.

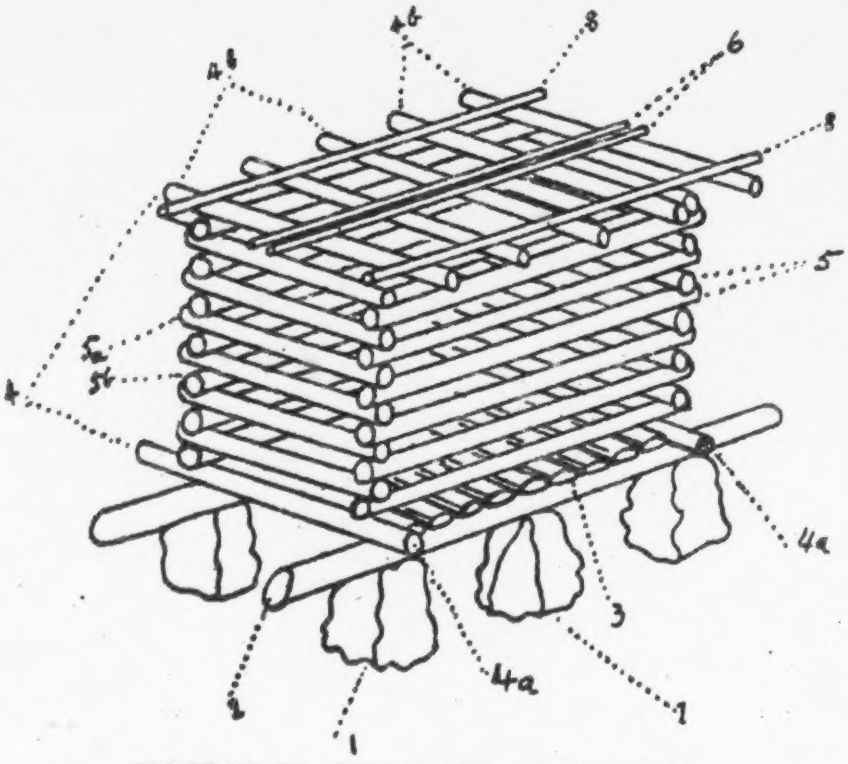


DIAGRAM III. STRUCTURE OF LOG CABIN

1. Foundation-stone.
2. Foundation-beam.
3. Floor-board.
4. Framing log.
5. Logs of cabin *a* transversal.
   b longitudinal.
6. Median divider of log cabin.
8. Horizontal support of thatch.

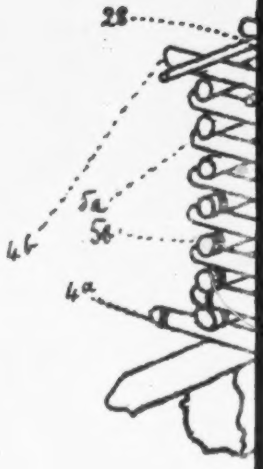
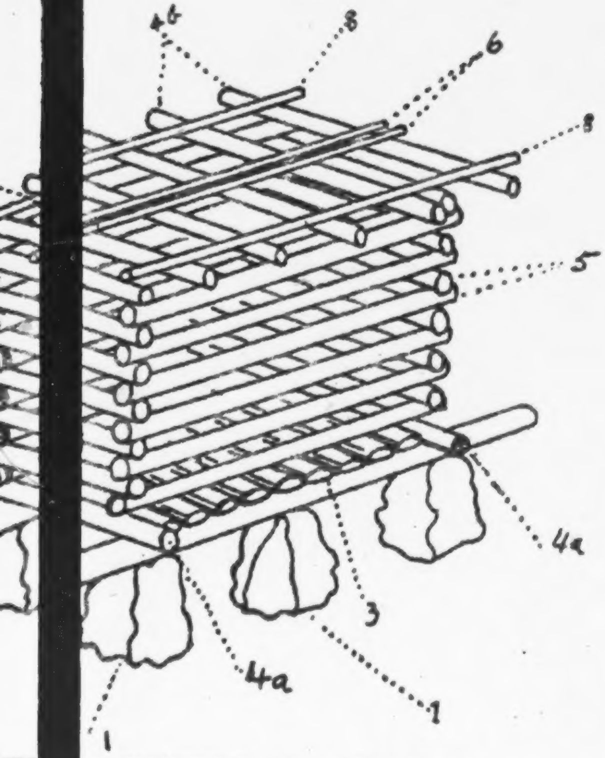


DIAGRAM IV. ST

1. Foundation-stone.
2. Foundation-beam.
3. Floor-board.
4. Framing log *a* at bottom
   b at top o



ST STRUCTURE OF LOG CABIN

5. Logs of cabin *a* transversal.
b longitudinal.
6. Median divider of log cabin.
8. Horizontal support of thatch.

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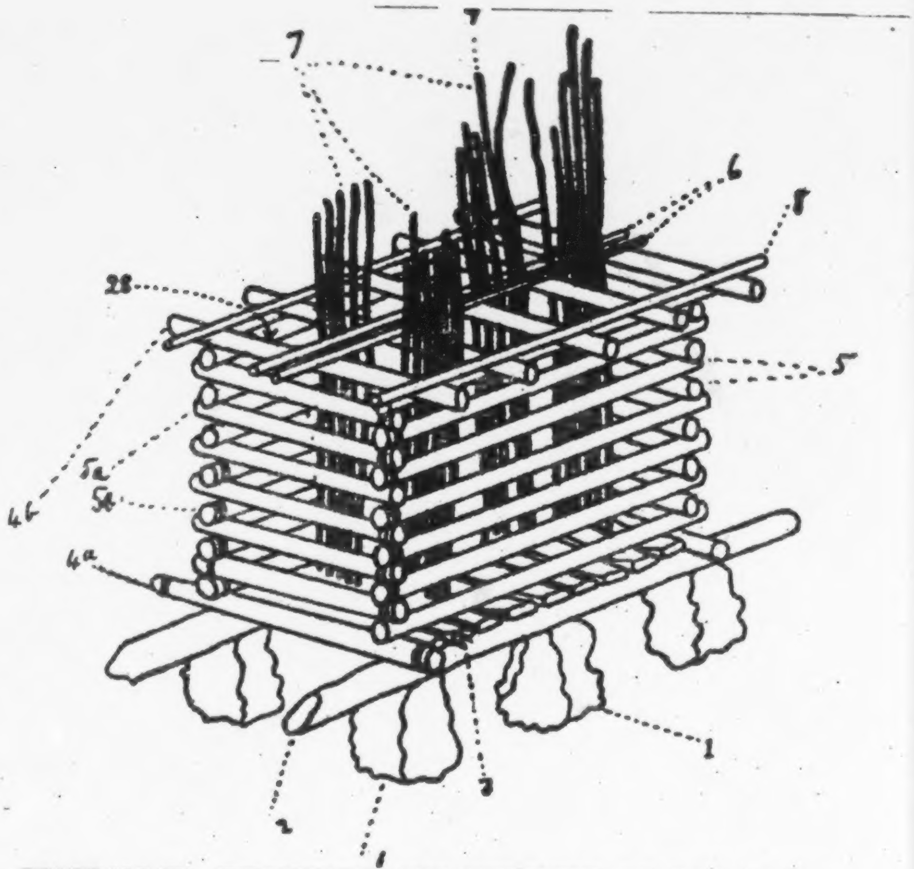


DIAGRAM IV. STRUCTURE AND DIVISIONS OF LOG CABIN

1. Foundation-stone.
2. Foundation-beam.
3. Floor-board.
4. Framing log *a* at bottom of log cabin.
b at top of log-cabin.
5. Logs of cabin *a* transversal. *b* longitudinal.
6. Median divider of log cabin.
7. Upright divider of cabin.
8. Horizontal support of thatch.
28. Inner compartment of log cabin.

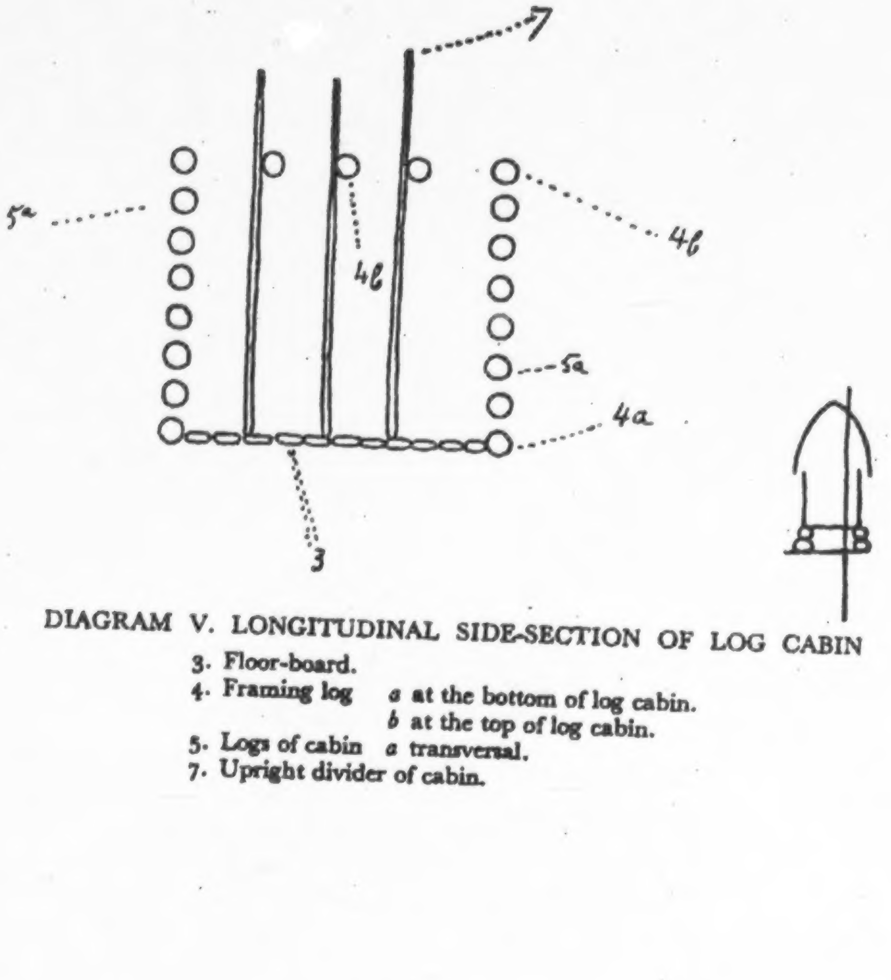
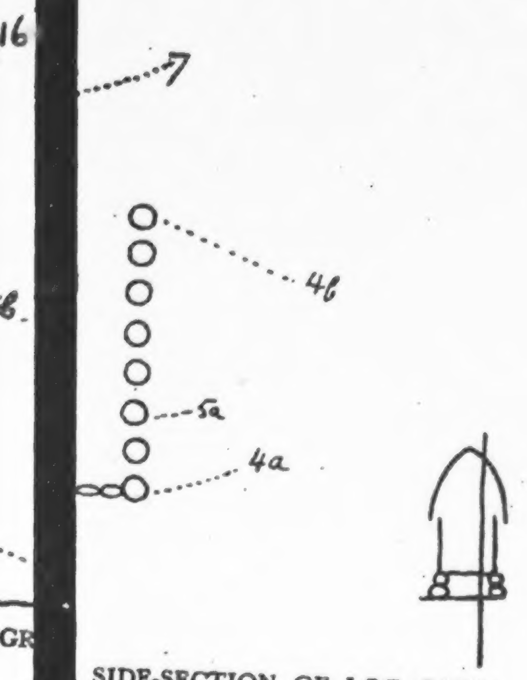


DIAGRAM V. LONGITUDINAL SIDE-SECTION OF LOG CABIN

3. Floor-board.
4. Framing log *a* at the bottom of log cabin.
   b at the top of log cabin.
5. Logs of cabin *a* transversal.
7. Upright divider of cabin.

DIAGR

1. Foundation-s
2. Foundation-b
3. Floor-board.
4b. Framing log a
   cabin.
5b. Longitudinal c
6. Median divide
7. Upright divide



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SIDE-SECTION OF LOG CABIN

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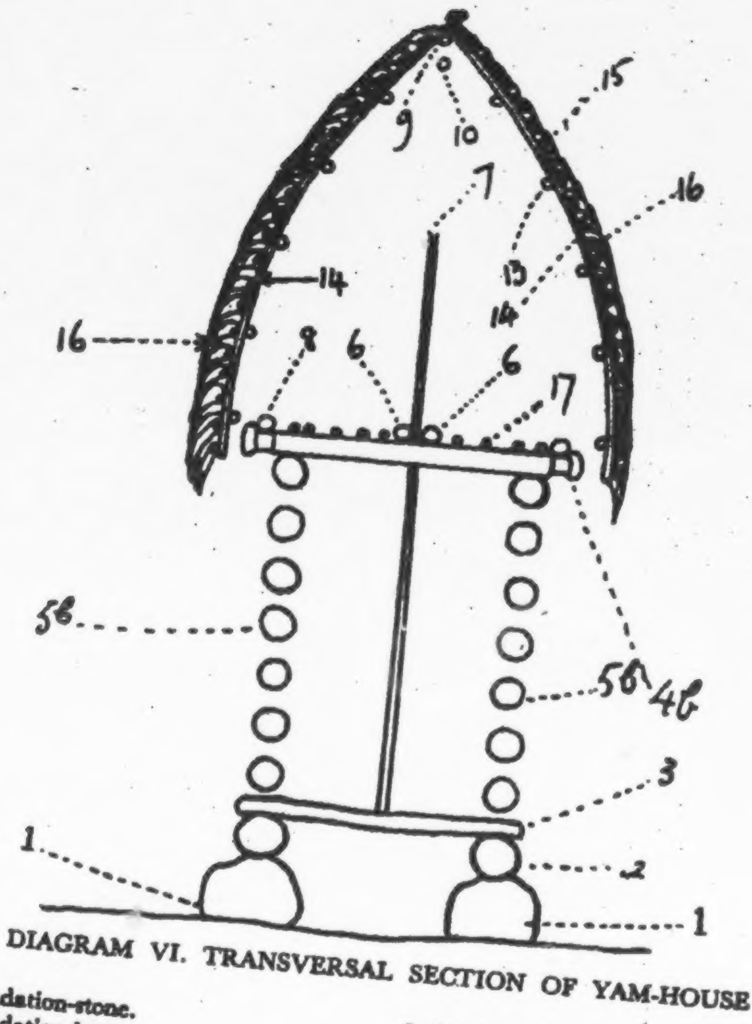

DIAGRAM VI. TRANSVERSAL SECTION OF YAM-HOUSE

1. Foundation-stone.
2. Foundation-beam.
3. Floor-board.
4b. Framing log at the top of the log cabin.
5b. Longitudinal cabin log.
6. Median divider of log cabin.
7. Upright divider of cabin.
8. Horizontal support of thatch.
9. Upper ridge pole.
10. Lower ridge pole.
13. Inner frame-rod.
14. Curved frame-rod.
15. Outer frame-rod.
16. Thatch.
17. Overhanging gable-end.

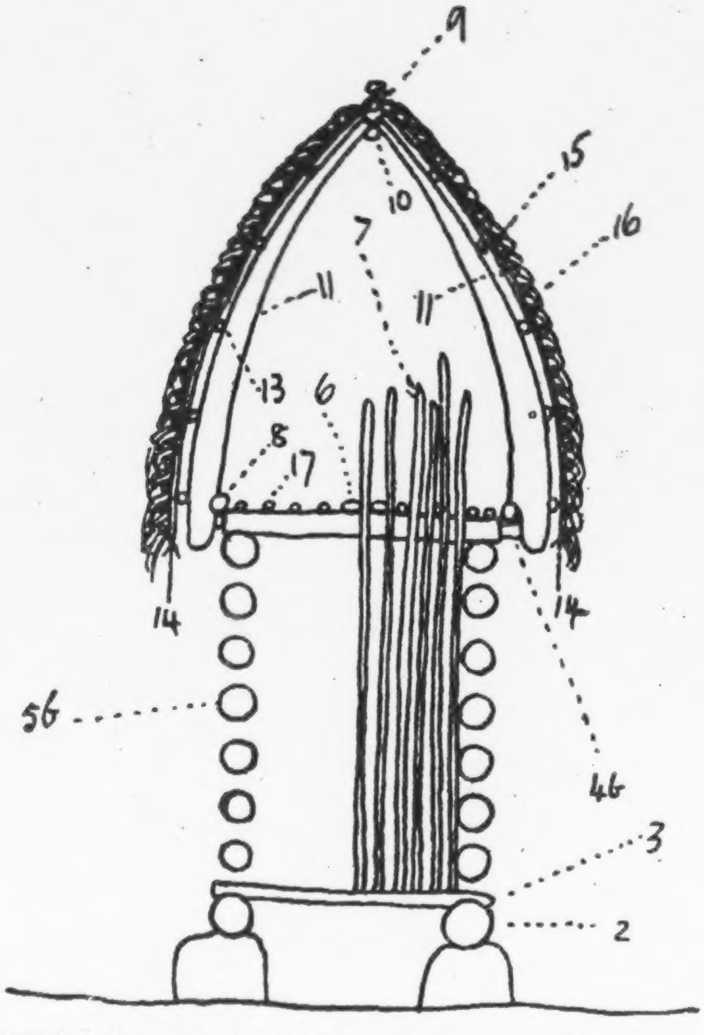

DIAGRAM VII. TRANSVERSAL SECTION OF YAM-HOUSE

(showing structure of the transversal compartment wall)

2. Foundation-beam.
3. Floor-board.
4b. Framing log at top of log cabin.
5b. Longitudinal cabin log.
6. Median divider of log cabin.
7. Upright divider of cabin.
8. Horizontal support of thatch.
9. Upper ridge pole.
10. Lower ridge pole.
11. Frame-board of roof.
13. Inner frame-rod.
14. Curved frame-rod.
15. Outer frame-rod.
16. Thatch.
17. Overhanging gable-end.

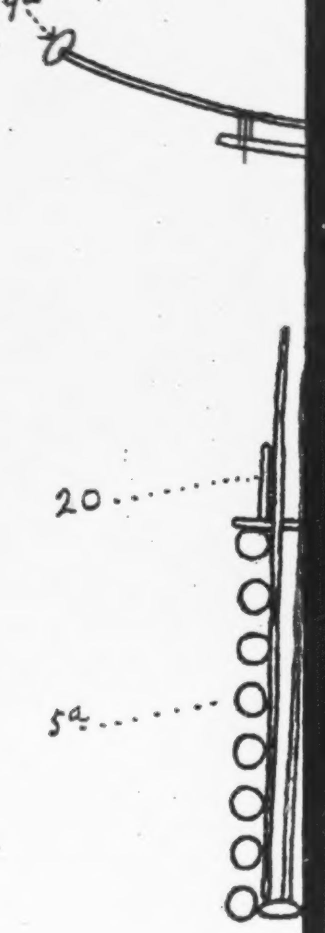

DIAGRAM VIII.

(showing

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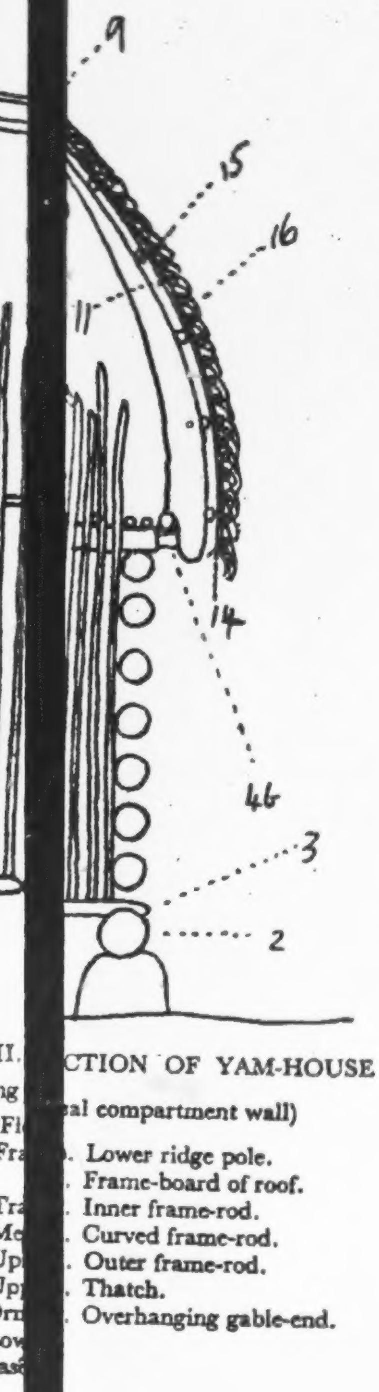

II. CTION OF YAM-HOUSE

ng al compartment wall)

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Fra . Lower ridge pole.
. Frame-board of roof.
Tra . Inner frame-rod.
Me . Curved frame-rod.
Up . Outer frame-rod.
Up . Thatch.
Or . Overhanging gable-end.
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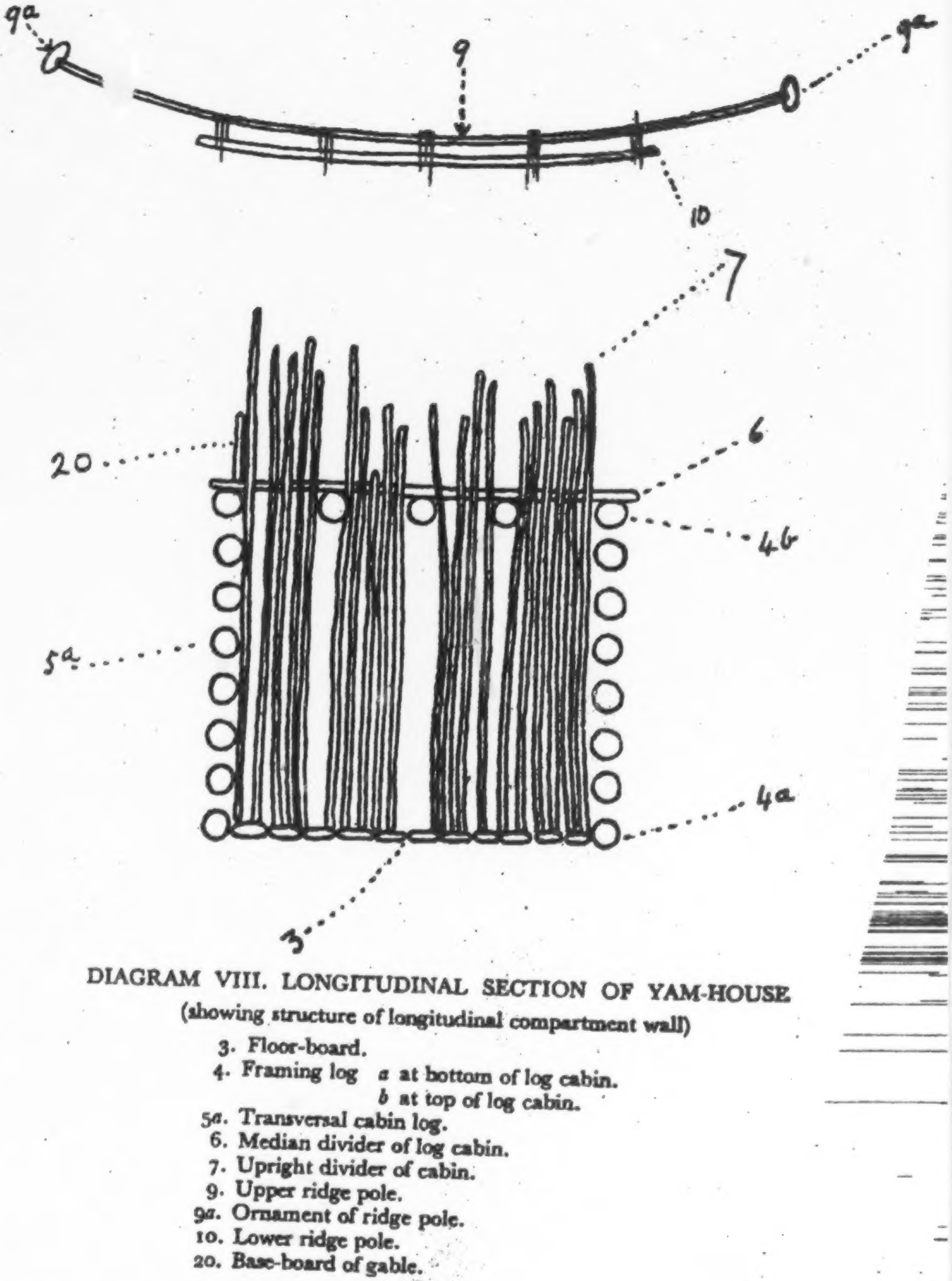


DIAGRAM VIII. LONGITUDINAL SECTION OF YAM-HOUSE

(showing structure of longitudinal compartment wall)

3. Floor-board.
4. Framing log *a* at bottom of log cabin.
b at top of log cabin.
5*a*. Transversal cabin log.
6. Median divider of log cabin.
7. Upright divider of cabin.
9. Upper ridge pole.
9*a*. Ornament of ridge pole.
10. Lower ridge pole.
20. Base-board of gable.

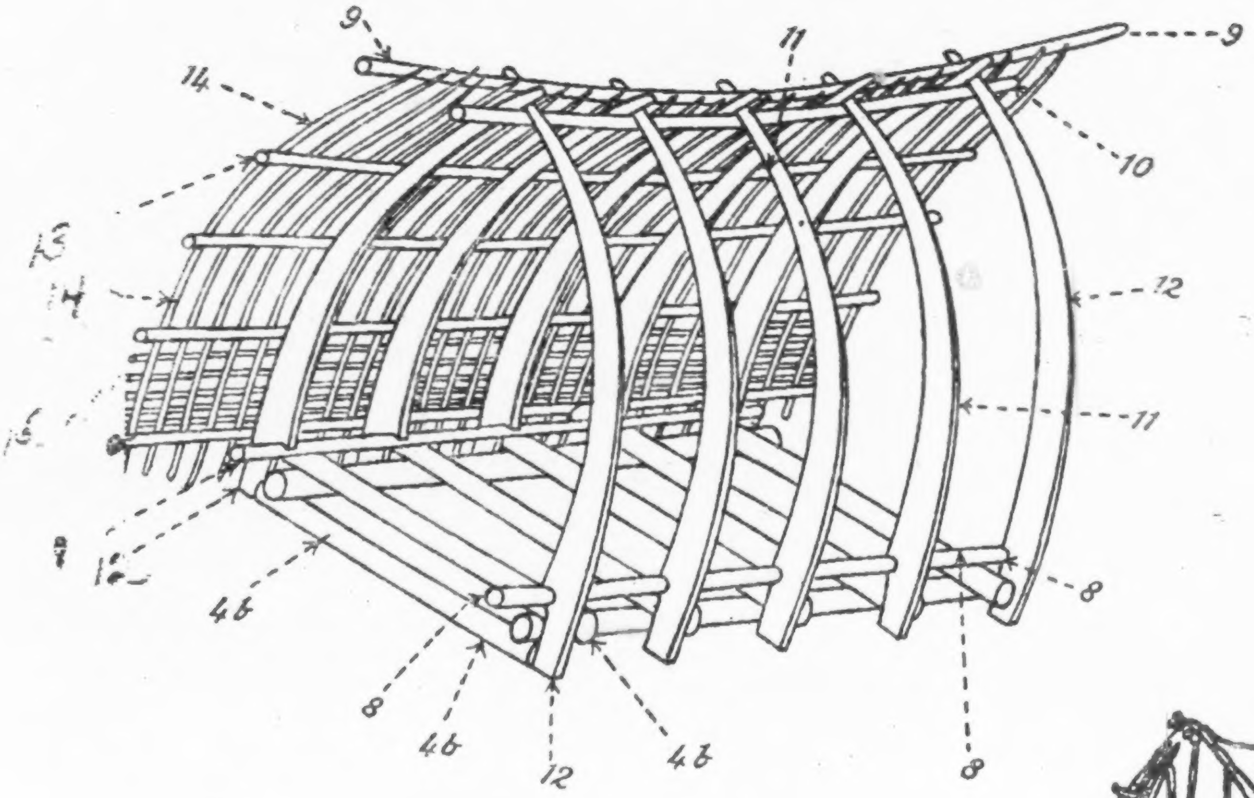


DIAGRAM X. STRUCTURE OF THE ROOF OF YAM-HOUSE

4*b*. Framing log at top of log cabin.
8. Horizontal support of thatch.
9. Upper ridge pole.
10. Lower ridge pole.
11. Frame-board of roof.
12. Gable-board.
13. Inner frame-rod.
14. Curved frame-rod.
15. Outer frame-rod.

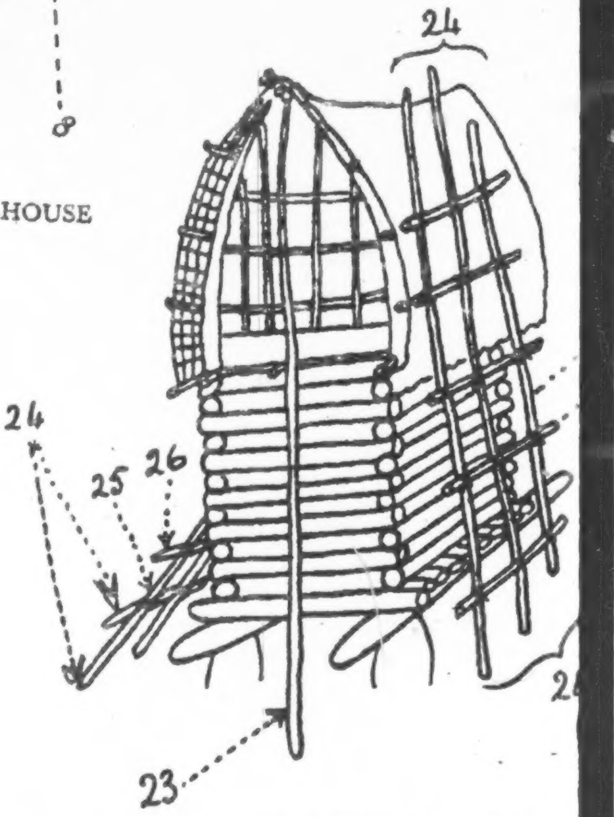
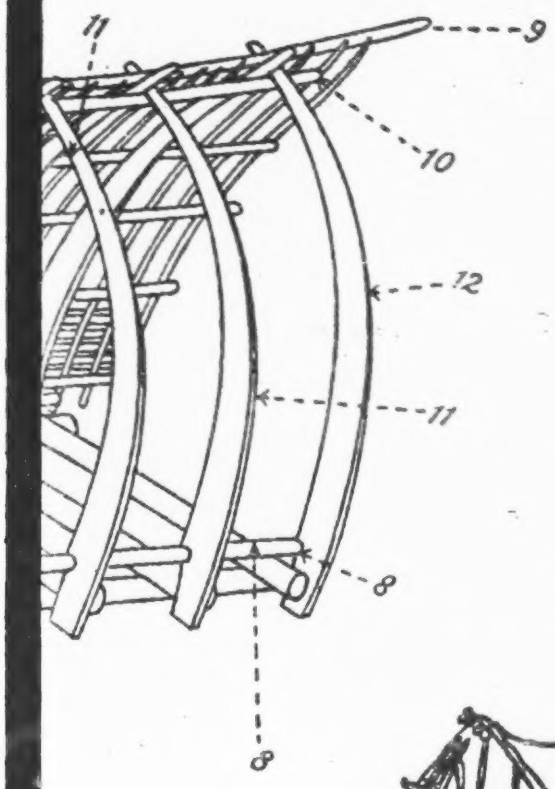


DIAGRAM XI. STRUCTURE OF SCAFFO
OF YAM-HOUSE

23. Ridge pole support.
24. Ladder.
25. Vertical of ladder.
26. Rung of ladder.



F OF YAM-HOUSE

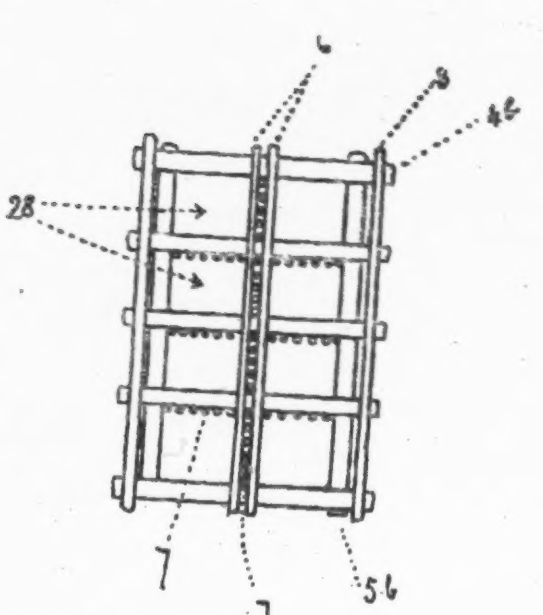


DIAGRAM IX. HORIZONTAL SECTION OF TOP OF LOG CABIN

(showing structure of compartment division)

4b. Framing log at top of log cabin.
5a. Transversal cabin log.
6. Median divider of log cabin.
7. Upright divider of cabin.
8. Horizontal support of thatch.
28. Inner compartment of log cabin.

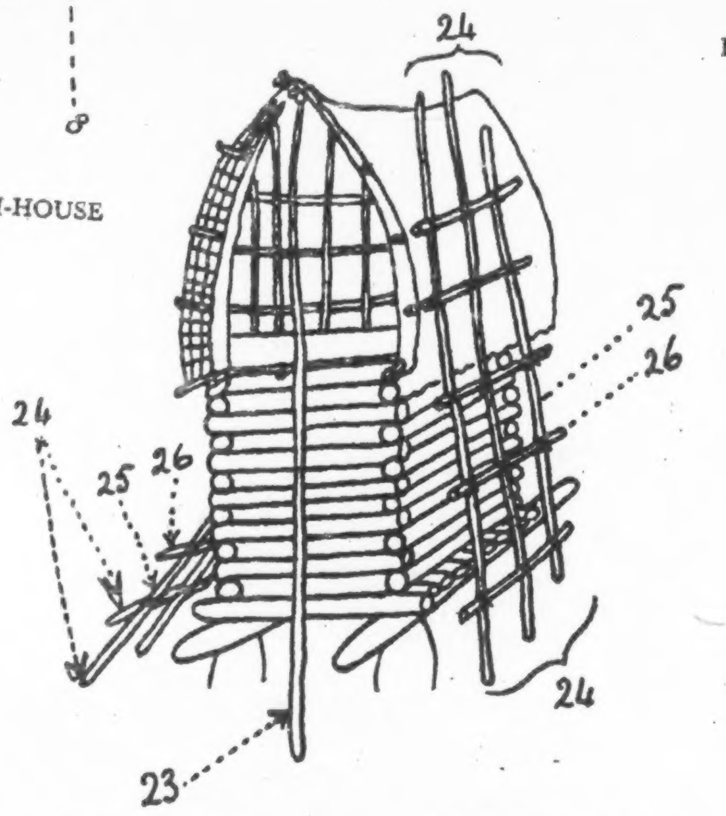


DIAGRAM XI. STRUCTURE OF SCAFFOLDING OF YAM-HOUSE

23. Ridge pole support.
24. Ladder.
25. Vertical of ladder.
26. Rung of ladder.

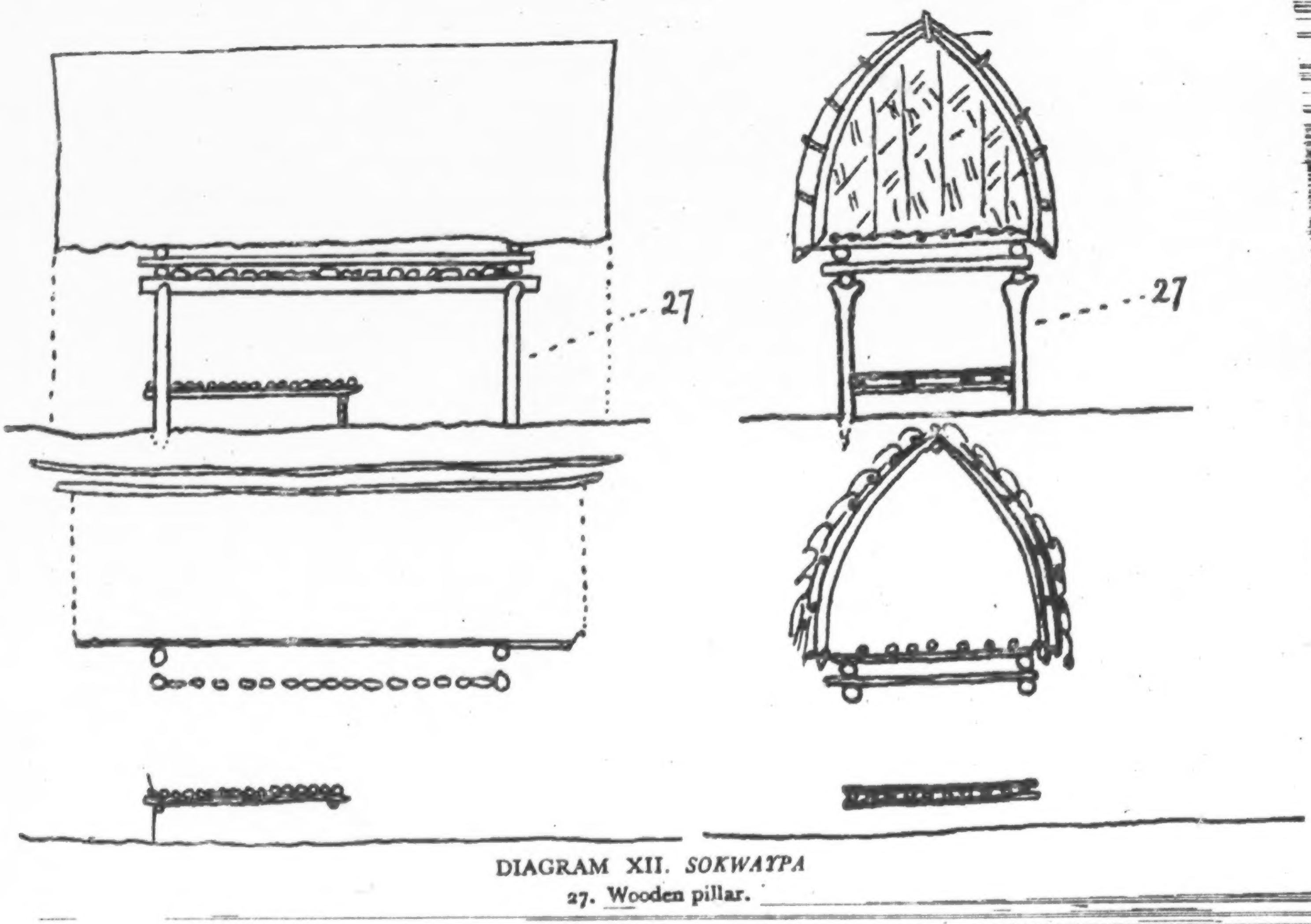


DIAGRAM XII. *SOKWAYPA*
27. Wooden pillar.